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ABSTRACT

This collection contains four papers discussing the outcomes of an international research project on the concept of lifelong education and its implications for educational reforms and development in developing nations. The following papers are included: "Rural Newspapers and Other Learning Strategies for Post-Literacy and Basic Education in Mali," by Adama Ouane; "The Lifelong Education Centre (FEP) and Other Learning Strategies for Post-Literacy in Niger," by Kane Oumarou; "The Development of Learning Strategies for the Post-Literacy and Continuing Education of Neo-Literates in Senegal," by Frederic Badiane; and "The Development of Learning Strategies for Post-Literacy and Continuing Education of Neo-Literates in Upper Volta," by Paul Taryam Ilboudo. (MN)

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LEARNING STRATEGIES FOR POST-LITERACY AND CONTINUING EDUCATION IN MALI, NIGER, SENEGAL AND UPPER VOLTA

Outcomes of an International Research Project of the Unesco Institute for Education organized in co-operation with the German Commission for Unesco, Bonn

R.H. DAVE, D.A. PERERA, A. OUANE (editors)

With contributions from
A. OUANE, O. KANE, F. BADIANE, P.T. ILBOUDO

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FOREWORD

Since 1972, the Unesco Institute for Education (UIE) has been conducting basic as well as developmental research on the concept of lifelong education and its implications for educational reforms and development. The activities of the Institute have been specifically focussed on practical implications of this concept for the goals and content of education, learning strategies, evaluation and teacher education, covering the broad spectrum of formal, nonformal and informal systems of learning. The needs of both developed and developing countries have been kept in view throughout the planning and conduct of these activities.

One of the important areas of application of the principles of lifelong education in developing countries is related to the programmes of post-literacy and continuing education. This book is an outcome of some of the Institute's work in this particular field.

It is important to note in this connection that a large number of developing countries have recently launched massive programmes of adult literacy on a national scale, complementary to efforts towards implementing the universalization of primary education for children of school-going age. These are indeed commendable efforts towards the democratization of education despite the problems of financial and other resources.

It has, however, been observed that those neo-literate adults who acquire literacy through such programmes have great difficulty in retaining it, and some of them lapse back into illiteracy if timely followup measures are not taken. The same phenomenon of reversal has also been observed in the case of children who drop out of the formal school system prematurely. On the other hand, literacy is considered an important step towards the process of lifelong education and the achievement of a better quality of life, not only for every individual but also for the family and the community. Hence, one important question that needs to be tackled is: how to enable neo-literate adults and out-of-school children to retain their literacy skills? It is essential that those who once acquire basic skills of reading, writing and computation make them permanent by reinforcement through post-literacy programmes.

The post-literacy programmes, however, are not just remedial measures to ensure the retention and stabilization of literacy skills. Especially then they are developed in the context of lifelong education and with the purpose of improving the quality of life of the individuals and their collectives, they call for the continuation of learning in a flexible manner, utilizing the recently acquired literacy skills, and for the application of this learning to the larger processes of development. Thus, what is required is to develop programmes of post-literacy and continuing aducation to fulfil three major goals, namely, (i) *retention* and stabilization of literacy skills, (ii) *continuation* of learning beyond initial literacy skills, and (iii) *application* of this learning for improving several aspects of personal, social and vocational life. Again, one of the most critical questions is: How can this be done?

In the light of these and other similar factors, the need to develop suitable programmes of post-literacy and continuing education has been keenly felt in all the countries engaged in literacy and mass education programmes. Responding to this situation, in 1980 the UIE initiated a major project of research and research-based training on the Development of Learning Strategies for Post-literacy and Continuing Education of Neo-literates in the Perspective of Lifelong Education.

In this respect, the broad framework of lifelong education proved very valuable, for example,

1) in enabling programmes of literacy and post-literacy to be viewed as a *continuum* within

total education aimed at reducing inequality and at increasing the degree of democratization in education;

2) in advocating the acquisition of post-literacy and continuing education through not only the *formal* system but also the *nonformal* system and *informal* learning opportunities created by print as well as nonprint media of both modern and traditional types;

3) in emphasizing that learning strategies should be *flexible* and provide *alternative approaches* to suit individuals and their groups in their local conditions;

4) in ensuring that learning strategies pay due attention to certain *groups with special needs* such as women, youth, etc.;

5) in encouraging an increasing degree of *independent* and *self-directed* learning;

6) in insisting that learning should be *integrated* with the learner's personal, social and occupational domains of life.

Within this wider educational perspective, a series of case studies were undertaken in collaboration with field workers from various countries. The concrete experiences thus gathered from different regions provided valuable insights in identifying and categorizing possible learning strategies and techniques. These studies also proved helpful in understanding the scope as well as limitations of different approaches and programmes and considering pre-conditions and possible obstacles to be kept in view in designing and implementing appropriate learning strategies. In order to disseminate as quickly as possible the research findings and related information, a series of international and regional orientation seminars were organised. These research-based orientation programmes were held for key personnel working directly in this field at the national level and having the responsibility of developing and implementing programmes of literacy, post-literacy and continuing education in their own countries. The case-study authors were involved as resource persons in these orientation seminars and their draft reports used as basic learning materials. The case studies revised after feed-back from the orientation seminars, are now being published in a UIE series

on Post-literacy Studies, for wider dissemination among policy-makers, practitioners and researchers involved in this field.

The first volume of the series presents a broad synthesis of different case studies and two international approach papers. The present second volume in the series embodies case studies from Mali, Niger, Senegal and Upper Volta. We are grateful to researchers, Messrs Adama Ouane (Mali), Kanè Oumarou (Niger), Frèderic Badiane (Senegal) and Paul Taryam Ilboudo (Upper Volta), and their respective organisations, for conducting the studies.

Without the generous extra-budgetary support received by the Institute from the Federal Republic of Germany through the German Commission for Unesco, Bonn, this project, involving many researchers and participants from a large number of developing countries in different parts of the world would not have been possible. We are deeply indebted to the Federal German government and the German Commission for Unesco (DUK) for supporting this important project. Dr Hans-Wolf Rissom from the DUK took an active part in various aspects of the project, and made a valuable contribution.

We also received valuable co-operation and guidance from Unesco Headquarters. Mr Paul Mhaiki and Dr John Ryan from the Division of Literacy, Adult Education and Rural Development provided consultation and co-operation in planning and implementing various phases of the project. Dr Ryan helped us in conducting an international orientation seminar and a regional seminar for Latin America and the Caribbean, while Mr Camillo Bonani and Mr Jong Gyu Kim from the same Division helped in conducting the Pan-African and Asian Orientation seminars, respectively. Similarly, Mr B Haïdara and Mr Tai Afrik from the Unesco Regional Office for Education in Africa (BREDA), Mr Raja Roy Singh and Mr T M Sakya from the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) extended their co-operation in planning and conducting the African and Asian seminars, respectively. For the Orientation Seminar conducted in the Latin American and Caribbean region we received co-operation from Drs S Romero Lozano, Donald Lemke and José Rivero, from the Unesco Regional Office for Education, for Latin America and the Caribbean (OREALC). We are very grateful to all of them.

From UIE, Mr Daya A Perera and Dr Adama Ouane worked intensively on this project. Dr Lekh Nath Belbase and Mrs Mercy Abreu de Armengol were involved in its Asian and Latin American phases respectively. Mr Paul Fisk, Mr Paul Gregory, Mlle Jocelyn Diolez and Dr Frederick Gardiner helped in translating and editing the manuscript. Mrs Elke Schlinck-Lazarraga took the responsibility of typing the manuscript for publication. Our thanks are due to all of them for their valuable work.

It is hoped that the experience of different countries in the field of post-literacy and continuing education presented in this volume as well as other volumes in the series will be of use to the policy-makers and practitioners involved in this vital aspect of education in developing countries.

Ravindra H. Dave
Director
Unesco Institue for Education

Chapter 1

RURAL NEWSPAPERS AND OTHER LEARNING STRATEGIES FOR POST-LITERACY AND BASIC EDUCATION IN MALI

by

Adama Ouane

INTRODUCTION

In the Republic of Mali, one of the determining factors contributing towards the study of alternative solutions to the long-term development of education, with a view to finding the best answer to the general problems of a global and participative development, has been the recognition that positive results have been achieved by functional literacy.

In fact, functional literacy seems to offer the only alternative to the formal school system, which, as is generally acknowledged, is in need of transformation. Functional literacy as a form of education strives to use approaches that take into account the interests of all those who do not benefit from the Mali school system. It fulfils this function by means of a post-literacy component, which is its backbone.

This study will present the situation of post-literacy in Mali its conception, strategy, structures, and functions. To illustrate the link of post-literacy with development activities and its character as an instrument of continuing education, its activities and techniques will be examined in their entirety, with an emphasis on those which may be considered to be particularly pertinent for Mali and capable of reinforcing the universal conception of post-literacy.

To understand the forms taken by post-literacy schemes better, and to appreciate the activities involved, it is necessary to explain the general context in Mali, for the overall national objectives, the geo-economic situation, and the educational goals and strategies of the country have conditioned its post-literacy campaign.

1. BACKGROUND

1.1 Constraints and Potential

Geography

Mali is a huge country which covers more than a million square kilometres and has a population of 6,308,000 (1976). It is a relatively flat, landlocked country with a tropical climate which has three variants: in the south there is the Sudanese climate with five to seven months of rain annually, in the mid-south the Sahel climate with a rainy season which rarely exceeds three months, and in the north the Saharan climate.

These geographical factors have certain economic implications for Mali, viz.:

- very extended borders which are difficult for the customs authorities to control;
- the great vulnerability of agriculture and livestock husbandry to the effects of drought, which has been persistent in recent years;
- a very low population density, which presents problems for rural development and the road network.

Nonetheless, because of its largely even terrain and the geological structure of its subsoil, Mali has considerable agricultural-pastoral, hydro-electric, and mineral potential.

Demography

The first general census took place from the 1st to the 16th December, 1976. This gave the population at 6,308,000. Population growth is estimated at 2.69 % for males and 2.55 % for females. On this basis the population in 2000 can be expected to be double that in 1975.

The population is made up of 51 % females and 49 % males. Life expectancy at birth is estimated at only 50 and 40 years respectively (1980-1984); this reflects the very high infant and general mortality rates, which result from the particularly harsh conditions of life. The population is very young, 54 % being under 20 years old. Just one half of the total population is active, i.e. between 15 and 60 years of age (1).

The urban population, defined as those living in towns of more than 5.000 inhabitants, constitutes 17 % of the total population, the rural population amounting therefore to 83 %.

1.2 The Educational System

Evolution and Objectives

Shaped from the services inherited from colonial times and structured by the educational reform of 1962, Mali's educational system constitutes at once both a correction of the colonial heritage and a principal instrument of social and economic development.

The colonial heritage was characterised by:

- under-schooling: education was very selective and therefore anti-democratic, being restricted to a minority of children; hence in 1960 the rate of primary schooling was only 7 %;
- the unsuitability of the school system in respect both of its content and its aims. The report which presented the reform described the colonial system as providing "French education, designed for the profit of France ... not adapted to the economic conditions of our country"; and it described the aims of the system as "the moral and intellectual assimilation of the peoples" (2). The goal of the colonial schools was, then, to provide the colonial government with junior officials, devoted body and soul to metropolitan France and to the service of an economy itself geared to the needs of France. Technical and higher education were neglected. At independence, Mali had three veterinary doctors, a dozen or so secondary and higher teachers, eight to ten medical doctors, and three pharmacists (3).

The educational reform which was decided on in October 1962, immediately after independence, aimed at accelerating the political and economic emancipation of the people of Mali and the emergence of a modern nation. The reform was based on democratic and socialising principles: social justice, equal educational opportunity among Malians, and the cultural de-alienation of the citizen, who is thus better able to act on his environment.

The implementation of this policy implied developing the educational system along two axes: firstly, the provision of all the people of Mali, with or without a school background, with a basic education which would enable them to become active agents of development (horizontal development), and secondly, the promotion of a rational policy for the development of human resources (vertical development) (4).

The 1962 Reform, seen as an answer to colonial education, aimed - an is still aiming - at equality of educational opportunity for all Malians: a mass education of quality based on national specific Malian and African values and also on universal values; an education which will decolonise the spirit and be capable of supplying, with a minimum expenditure of time and money, all the personnel the country needs. The means adopted to attain these ends were mass schooling and mass literacy campaigns.

Conferences held in 1964, seminars in 1968 und 1978, and a sector study in 1979 have shown that, on the whole, the goals set for the school system have not been attained.

- Universal schooling has not been achieved. From 9.5 per cent in 1969, school enrolment has only risen to 20 per cent at present (14-16 age group).
- The transformation of the school has not been achieved either. It has remained "a machine to manufacture officials". The 1964 conference restated" "The school must be a place of preparation for life. Primary education has the dual function of being useful and educational." It should also be noted that the instruction is not based on the specific values of Mali, for the chief vehicle for these values, the mother tongue, is not used in the school.
- Although in some respects the needs for personnel have been covered and the objective of low cost has been attained, the actual cost of universal schooling cannot be sustained by the budget. At the 1978 seminar it was pointed out that, in view of the average cost per first-level pupil (24,963.23 FM) ($ US 50), the size of first-level school-age population, and hence the overall cost of schooling for this population (96,663,143.8 FM), it is virtually impossible to provide 100 per cent schooling.

This (approximate) result is partly due to the fact that the objectives have not been sufficiently coordinated. They get into each other's way, so that unsurmountable contradictions appear in the course of application. This explains the hesitation which has characterised educational policy in Mali since 1962.

Structure of the Educational System

(1) There are the following levels and types of education:

- Basic education;
- general, technical and vocational secondary education;
- teacher training;
- higher and post-university education;
- adult aducation.

Basic education, which provides the foundation of the educational edifice, is compulsory, co-educational, free, and secular; it is composed of two cycles:

- the first cycle lasts six years, at the end of which pupils sit for the first cycle certificate (CFEPC);
- the second cycle lasts three years, at the end of which pupils sit for the basic education diploma (DEF).

Secondary education is composed of the following strands:

- general secondary education, lasting three years and leading to the baccalauréat;
- technical grammar school, lasting three years and leading to the technical baccalauréat;
- intermediate technical and vocational education, lasting four years and leading to the various specialist diplomas;
- short technical and vocational courses, lasting two years and leading to certificates of vocational proficiency (CAP).

Teacher training is provided by:

- the Teacher Training Institutes for General Education (IPEG), which give courses lasting two years after the DEF and qualify teachers for the first cycle of "Fundamental" education;

- the Secondary Teacher Training Colleges (E.N.Sec.), whose courses last four years after the DEF and which train masters for the second cycle of basic education;

- the Teacher Training College for Women's Skills (ENETF), the National Institute for Arts (INA), and the National Institute for Sport (INS) - all of whose courses last four years after the DEF and which qualify specialist teachers for the two cycles of basic education.

Higher education, which lasts five or six years, is provided at six colleges and institutes: E.N.Sup., ENA, ENI, IPR, ENMPD, and EHEP. *Post-university education* lasts three years: teachers are trained for higher education at the Higher Centre of Studies (CPS), a third cycle doctorate in management can be obtained from the Institute for Productivity and Management Forecasting (IPGP), and a third-cycle doctorate in agriculture from the Higher Institute of Training and Applied Research in Agriculture (ISPRA).

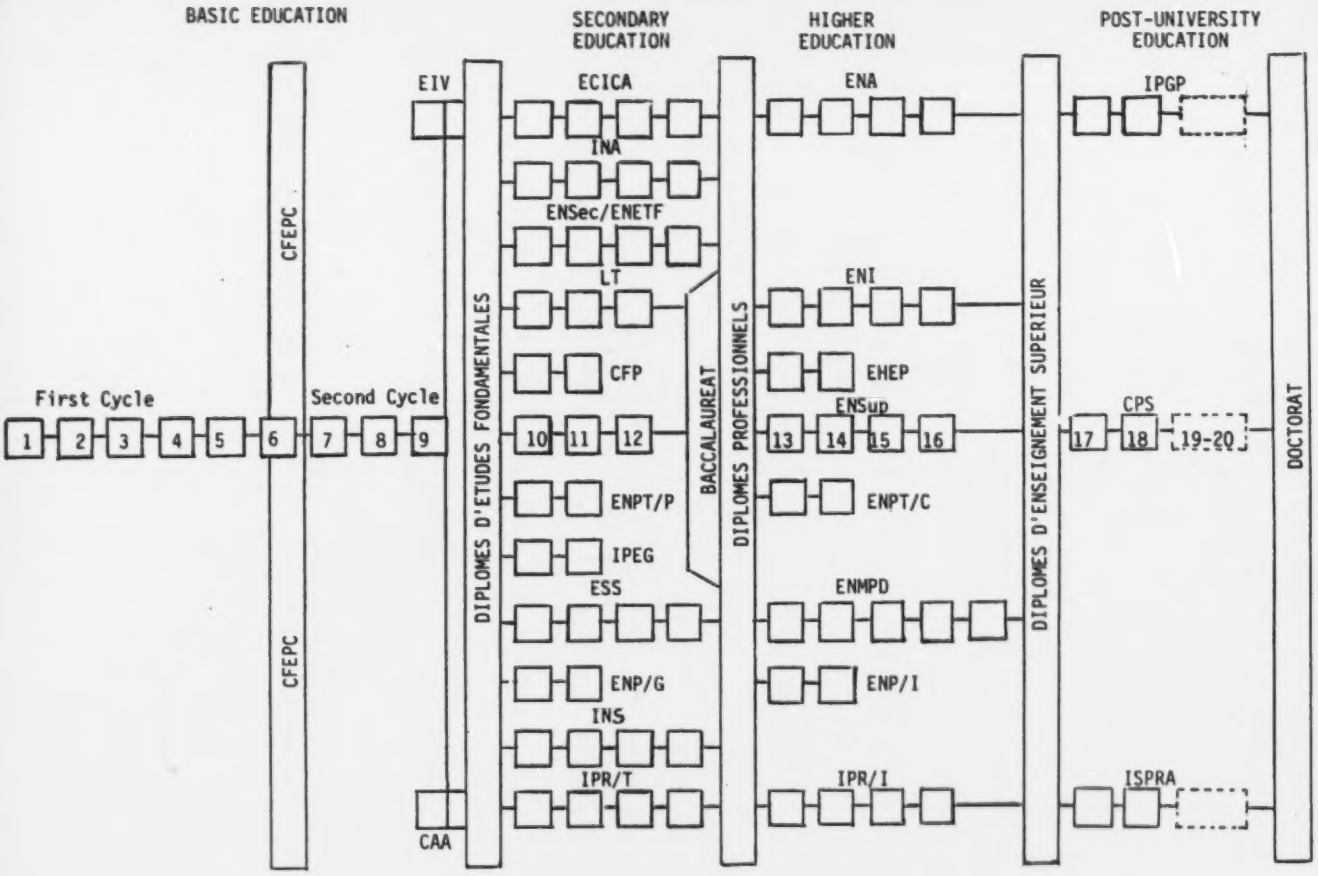
Selection for the institutes of higher education has three forms: there is direct selection through the baccalauréat, selection by competetive examination for skilled workers, and the transfer of students from other institutions of higher education.

Adult education consists primarily of functional literacy projects and the agricultural extension work organised by the Operations of Rural Development (ODRs).

(2) In addition to these, there are the following institutions of the Ministry of National Education:

Pre-school education, which includes kindergarten and day nurseries. There are numerous private *medersas*

STRUCTURE DU SYSTEME EDUCATIF



CFEP	First Primary Cycle Certificate
EIV	School for Veterinary Assistants
CAA	Centre of Agricultural Training
ECICA	Central College for Industry, Commerce and Administration
ENSec	Secondary Teacher Training College
ENETP	Technical Secondary Teacher Training College for Women
LT	Technical Lycée
CFP	Center for Vocational Training
ENPT	National School for Postal Services and Telecommunications (P = Auxiliary Personnel, C = Controller)
IPEG	Teacher Training College for General Education
ESS	Secondary School of Health
ENP	National School of Police (G = Constabulary, I = Inspector)
INS	National Institute of Sports
IPR	Rural Polytechnical Institute (T = Senior Technician, E = Engineer)
ENA	National School of Administration
ENI	National School of Engineers
EHEP	School for Higher Practical Studies
ENSup	Higher Teacher Training School
ENMPD	National School of Medicine, Pharmacy and Dentistry
IPGP	Institute of Productivity and Management Forecasting
CPS	Higher Center of Studies
ISPRA	Higher Institute of Training and Applied Research in Agriculture

(religious schools) which provide a nonformal and non-structured pre-school education.

Special education, which includes specialised centres and institutions:

- The Education Centre for the Handicapped;
- The Bollê Centre for Rehabilitation (for young delinquents);
- The Mali National Institute for the Blind.

The Study on Basic Education

A summary review of the 1962 reform shows that, despite some positive aspects, the envisaged goal is still far away.

Education already consumes 30 per cent of the national budget to school 20 per cent of the children. If the provisions of the plan are followed, between 40 and 50 per cent of the national budget would be absorbed in 1981 to school 28 per cent of the children and produce a number of secondary and higher education graduates which would in all probability far exceed the needs. The authorities also stressed the necessity of studying other solutions for the long-term development of education. Furthermore, they stated that in view of the results obtained from literacy programmes, it may be assumed that these could play an important role in the new strategy. The possibility should, therefore, be examined of:

- pursuing the expansion of literacy in development operations and state-owned enterprises;
- transposing the content and methods of functional literacy to fundamental education and investigating what new structures could be provided for this instruction.

The idea of a basic education including basic training which would be less costly for the state and the local communities arose from the difficulties encountered by the Mali education system. With an illiteracy rate of 80 per cent, the enrolment rate for the first year of fundamental education in the decade 1970-1980 amounted to approximately 29 per cent, with slight variations. Forty-eight per cent of the children who are awarded the first-cycle school-leaving certificate take an average of 6.57 years to complete this cycle. The enrolment rate for the middle cycle is 40 per cent, with considerable regional

variations between towns and rural areas. Sixty per cent of the pupils obtain the diploma for fundamental studies after 13.18 years of schooling.

When talking about present basic education in Mali, it is necessary to place it within the framework of the project "Study on Basic Education". This study was undertaken to overcome the impasse that had been reached in the implementation of the educational reform of 1962.

It may be useful to recall here the definition of basic education given in a document issued by the 1976 seminar in Dakar arranged jointly by the World Bank, Unesco, and the Sahel countries:

> "Taking into account the resources at the disposal of the society concerned, basic education provides a minimum educational content (knowledge, values, attitudes, skills), which must be defined in each particular case. This content should enable every beneficiary to understand the problems of his environment, to be aware of his rights and duties as a citizen, to participate in the socio-economic development of his community, and to expand his individual personality.
>
> Basic education is fundamental in the perspective of lifelong education because it constitutes its first phase, laying the foundation for further acquisitions. It is functional, because it seeks permanent, continuous adaptation of and to the environment by giving particular emphasis to the practical problems of life, such as health, nutrition, productive work, etc. It uses inexpensive educational formulas in order to reach a large public effectively and progressively." (5)

The study on basic education in Mali is by its nature action research or, in other terms, development research. In its concepts it aims to "assist the authorities of Mali in the search for and implementation of new systems which will make it possible to provide a larger part of the population with some form of basic education while remaining within the confines of the financial constraints that will probably emerge in the medium or long term" (6).

Six research axes concerning the form, content, and the public to be reached were followed in the study. They are:

(a) How to transform the present fundamental education into a basic education?

(b) What education should be given to the already literate rural adolescents to enable them to contribute actively to the economic, social, and cultural development of the communities?

(c) What additional education should be provided for literate adults in the framework of development programmes to enable them to assume the new responsibilities to which their new status gives them access?

(d) What basic education should be provided for the female population (school girls, unschooled adolescents, married women, and mothers)?

After so defining the target groups, two principal problems arise:

- the problem of languages to be used in education and hence the linguistic work that has first to be done;
- the problem of "regionalisation" of the educational approach in order to work out truly regional educational strategies.

All these proposals were approved by an interministerial meeting held on 28 June, 1974; guided by these axes, the research team was to seek answers to the following questions:

- Can the present fundamental education be transformed in order to provide the schooled population with a basic education as defined above?
- What form should basic education for adults take?
- What could a basic education for women and young people look like?

1.3 Literacy and Education of Adults

History

The first mass literacy campaign was launched in the French language (1961-1967). It was a failure, owing to several

factors: lack of adaptation of the programme contents for adults; the strain on animators (mostly teachers), who had difficulties in making progress with a method inspired by that used in children's classes; and aversion of the adults to exchanging their mother tongue, which they had mastered, against a new language they had to learn.

In accordance with the spirit of the Teheran conference in September, 1965, a functional literacy programme in national languages was launched in the framework of the Experimental World Literacy Programme in 1967 in order to get out of this impasse. The languages selected were Bambara, Peulh, Tamasheq, and Songhoy. The programmes consisted of three cycles: literacy (reading, writing, and arithmetic), post-literacy (transfer of responsibilities), and lifelong education (all forms of education provided for literate adults). Localised first in the cotton and rice growing zones, then in the groundnut growing zones, this programme had the advantage of being linked with the socio-economic development of these zones. It achieved a notable success, manifested in:

- the size of the public reached;
- its after-effects: utilisation of the achievements (reading, writing, arithmetic) in diverse activities, and creation of the rural information newspaper *Kibaru*.

The success of the functional literacy method and its expansion within development activities already introduced indicate that this approach could constitute an educational system capable of answering the problem of mass education.

Appraisal and Problems

If the experimental programme was to set up the foundations of functional literacy, then the general implementation of this method in the rural development operations (through programmes adopted to the socio-economic and cultural context of the areas affected) would make it possible to undertake educational activities for the rural adults. There is, in fact, a current literacy programme integrated into most development operations. These are: Operation Groundnut and Food Cultivation (OACV); Textile Development Company of Mali (CMDT); Operation Rice in Ségou; Office of the Niger; Operation High-Valley (OHV); Operation Development of Livestock Husbandry in Mopti (ODEM); Operation Fishing; Operation Millet in Mopti (OMM); the Cooperative of Rice Cultivators and Livestock Keepers, 6th Region; Opera-

tion Integrated Development of Kaarta (ODIK). The literacy languages of these programmes are - according to the socio-cultural zones - Bambara, Peulh, Soninkê, Dogon, Tamasheq, and Songhoy.

Follow-up studies of these programmes (periodical evaluation of the level of participants, evaluation of the literacy system, monographic enquiries) guide every stage of the activities undertaken.

Despite rather slow quantitative progress, functional literacy programmes have become firmly established over the last ten or so years in all the rural areas of Mali. Evaluative studies have shown that literacy has made an impact on the life and the progress of the rural areas; the extension of agricultural techniques; improvements in livestock husbandry; the organisation in the villages of primary health care; management by the villagers of credit, provisions, marketing, and local social organisation.

Even though the villagers all consider literacy to be "a good thing" for the reason that it is always useful to instruct oneself, the evaluative studies show that they only attach a sustained interest to literacy to the extent that it brings them concrete benefits. Literacy, then, must be functional. For the farmer, however, funcionality seems to be less its tie with agricultural and vocational themes than the possibility offered to the literates of using their knowledge for the improvement of their conditions of life and those of their village.

2. POST-LITERACY

The post-literacy phase in the process of functional literacy instruction enables the adults to practise the capacities they have acquired in the literacy phase and to increase their knowledge learning at the same time to take decisions in a continuous process of improvement.

The meeting of experts in post-literacy instruction held at Dakar in April 1977 defined post-literacy activities as follows:

"All measures taken to enable neo-literates to exercise

the competence and increase the knowledge they have acquired in the preceding phase, to surpass them and engage in new acquisitions, but first and foremost by learning to learn and make decisions in a continouos process of improvement and better mastery of their environment." (7)

Post-literacy activities should therefore have three principal dimensions:

- production and supply of post-literacy teaching and learning materials;
- creation of an environment favourable for written communication in the literacy language;
- increasing participation of neo-literates in all decisions concerning them, at all levels and in all economic, social, cultural, and political domains.

Post-literacy so understood is an educational action that aims to set in train a process of continued aducation and, beyond that, of lifelong education. As an out-of-school educational system, it concerns not only "the adults who have attended literacy courses, but also self-taught literates and the pupils or ex-pupils of formal education who have dropped out of their studies, and even those who have completed a school cycle but have not succeeded in integrating themselves into the society" (8).

2.1 History

Mali has taken its first steps in this field in the OACV zone. Post-literacy activities engaged in by neo-literates (who have taken literacy courses) take various forms. They may be spontaneous (individual or collective), or they may have been initiated by the local authorities. Although these activities touch upon several development areas (agriculture, marketing, human and animal health, information, education, etc.), they were not developed within well-defined structures, but rather in the sense of a progressive structuration on the qualitative plane. In this respect, three phases in the development of post-literacy in Mali may be distinguished:

(1) Period 1970-1976. Phases of spontaneous initiatives taken by neo-literates. These fall under two broad categories:

- those aiming to satisfy individual needs (records of rainfall, registration of major events in the village, letters to the paper *Kibaru*, etc.);
- those relating to the concerns of the village community (establishment of supervisory teams and teams attending to the purchase of agricultural products, parallel registration of the sales of agricultural material, etc.).

These activities can be classified under two headings:

(a) application at village level of the knowledge acquired in the centres;

(b) continuing education at the village level.

(2) Period 1976-1980. Phase of organisation and rational utilisation of these spontaneous activities by the authorities, and their integration into the structure of the development agencies. These activities may also be divided into two groups:

(a) plans for the transfer of responsibilities;

(b) programme of lifelong education.

(3) Phase of establishment of local socio-vocational structures.

The development of post-literacy took place on two levels:

(a) *On the quantitative level*, the numbers of neo-literates and of villages covered have increased, and the transfer of responsibilities has been intensified. It is estimated that about 56,000 neo-literates are likely to be participating in post-literacy activities and that some 1,900 village communities are in a position to engage in post-literacy efforts. Out of the 11,000 villages in Mali, some 3,000 are reached by functional literacy programmes.

(b) *On the qualitative level*, a number of new elements have recently been added to the post-literacy and continuing education programmes and to their orientation.

2.2 Conceptual Basis

Post-literacy in Mali can be defined as a process oriented along two complementary axes:

- utilisation of acquired knowledge for individual development and for the solution of development problems, especially by means of an effective exercise of the new competences and the assumption of such responsibilities as the education received permits;
- more vigorous educational action leading to a process of continuing education.

> "Post-literacy, a component of continuing education, is a conglomerate of measures and actions thanks to which the neo-literate can assume responsibilities and exercise new competences, increase his knowledge, go beyond it and engage in a process of individual and collective development with a view to obtaining greater control of his environment." (9)

The objectives of post-literacy can be reduced to the following dimensions:

- production and utilisation of didactic and reading material;
- creation and maintenance of an economic and cultural environment that will promote the use of written communication and the regular recourse to writing;
- exercise of competence and responsibilities;
- linkage with the formal system and with other educational systems and institutions.

In terms of attitude, aptitude, and behaviour, post-literacy activities cannot be conceived as merely an addition of educational lectures to the literacy programme. It must be the starting point of an authentic, overall, and integral education of the Malian adult. A permanent concern of post-literacy activities should be to consolidate and reinforce the literacy acquired by enabling the neo-literate to educate themselves.

Post-literacy should help the citizen to get out of his state of dependence and really assume his responsibilities as a citizen, cultural producer, social animator, and active participant in the political life of his country. He should no longer

be a passive individual who expects the literacy teacher and others in authority to do everything for him. The basic knowledge he has acquired in the literacy phase should enable him to become a creative element, always seeking, togehter with the specialists who contribute to his education, to obtain better control over his environment and thereby create agreable living conditions.

(a) In the domain of post-literacy, a distinction may be made between the practical *application* of the lessons learnt at the literacy centres and the *efforts* which aim at continuing education or acquisition of new knowledge. It may be said that the application of knowledge most often creates a desire for further learning, and conversely, that the acquisition of new knowledge very soon calls for the identification of new fields of application.

(b) Another distinction may be made between the post-literacy activities engaged in *spontaneously* by the literate farmers and those which can be initiated with the *help of the authorities*. Here also there is much interdependence and reciprocal reinforcement. In order to exceed a certain level of scope and technology, the village activities need the material and institutional support which only the authorities can provide. At the same time, the effect of programmes organised by the authorities remains limited if it is not accompanied by complementary activities at the local level.

INITIATIVES	VILLAGE ACTIVITIES	STUDY CIRCLES AND SELF-LEARNING
Action by the authorities	Plan for transfer of responsibilities. Creation of new functions of development	Programmes of continuing education

3. POST-LITERACY TECHNIQUES

The objectives of post-literacy activities undertaken spontaneously by the communities or launched by the authorities find expression in a number of activities or manifestations called "techniques", or "strategies".

3.1 Reading and Extension Material

The production of reading material is considered to be an essential function of post-literacy programmes, for it permits the acquired level to be maintained or even raised by learning to read in order to learn. Even when an individual ceases to take part in literacy courses, he should be supplied with current reading matter presented in simple language and dealing with diverse subjects which will provide him with distraction and instruction and habituate him to fluent reading.

The frist methodical effort at systematic production of reading material is based on the Second Education Plan of Mali, which provides for the production and publication of 42 thematically varied booklets in Bambara and 21 in Fulfulde (Peulh). They contain 32 pages, and 8,000 copies of each is printed and sold to neo-literates at the reduced price of 150 FM (1.50 FF). Some of these booklets are authored by neo-literates, heads of literacy zones, and instructors at the centres.

Several strategies have been adopted to attain this objective. Workshops have been organised with the participation of DNAFLA (Direction Nationale de l'Alphabétisation Fonctionnelle et de la Linguistique Appliquée) agents and students of literature at the *Ecole Normale Supérieure* to adapt and transcribe the entire stock of records of oral tradition held by the National Broadcasting Service of Mali. Whole epics, such as *Da Manzon, Sunjata, Bakari Jan*, sketches, puzzles, tales, etc., have been transcribed. Some 50 manuals are ready for printing and distribution. Groups collecting oral tradition have ploughed through several linguistic and cultural zones of the country. The fund thus accumulated has now to be exploited.

Competitions and literary prizes are regularly organized by the Ministry of Arts and DNAFLA to reward the best entries and stimulate young talents to be creative in the national languages or to help in safeguarding and preserving the rich

repertoire of the national oral literature in graphic form.

The mass media make a considerable contribution to informing the farmers and to their lifelong education. DNAFLA has produced a number of films designed to promote rural development:

- *Light for the Village* is a documentary film encouraging the village communities to participate in functional literacy programmes;
- *Don't Waste your Water* is a real instrument of out-of-school scientific education; it teaches how to conserve the humidity of the soil and to control the natural waters;
- DNAFLA's last cinematographic production is entitled *A New Life in Nankorola*. This long film (two hours), produced with the assistance of the Canadian International Development Agency, shows a Mali village that has resolutely entered the path of endogenous development. Functional literacy is considered by *Nankorola* to be the necessary prelude to any large-scale development project, and the village is thoroughly content with the results obtained. Its inhabitants depend largely on themselves for the satisfaction of their basic needs and for the activities necessary for their economic and socio-cultural progress.

CMDT and OACV have shown this film in some hundred villages, and these now intend to imitate Nankorola by establishing literacy centres, acquiring tractors, manufacturing small agricultural implements (ploughs, harrows, seeders, etc.), setting up workshops for the maintenance of machines, and establishing care and security teams, veterinary clinics, and cooperatives.

The production of reading material is undertaken by several structures and organisations. According to the organisation involved, the destination of the material and its educational objective, a distinction is made between "teaching" material and reading material on the one hand and "extension" material on the other: While the first two are produced by the organisation charged with the direction and conduct of the literacy programme, the "extension" material is usually the work of the technical services concerned.

One of the first instruments in providing reading material for neo-literates was the newspaper *Kibaru*. It now contains

12 pages, appears monthly, and has an impression of 20,000 copies.

The movement thus set afoot is spreading. The publication of the first booklets (on health, agriculture, animal husbandry, water and hygiene, and local tales) triggered off creative efforts. The first need was to provide a written environment for the neo-literates by encouraging publicity, the production of billboards, posters, pennants, and signboards in the national languages. To consolidate this movement, the administrative personnel had to learn to write in the national languages. No purpose is served by making the peasants, workers, and craftsmen literate in the national languages when the vast majority of officials express themselves in a foreign language and have no written command of the languages of local communication.

The problems of promoting creativity and the production of reading material can be tackled at three levels:

(1) At the administrative level, the number of publications to appear annually should be laid down and adhered to. Various techniques are used in this field. For example, workshops have made it possible to adapt and transcribe all the texts of oral tradition included in the tape collection of the National Broadcasting Service of Mali.

(2) The technical personnel at the centre can be used to train the regional staff in the techniques of editing and duplicating and supply them with simple equipment (duplication machine at the zonal level and printing by the silk-screen method at the peripheral local level) so that they can produce their own booklets.

(3) Literacy courses in national languages for administrative personnel can be used to initiate the officials of the other technical services into the art of writing in the national languages and to encourage them to produce their own dissemination material in two languages.

These activities have begun to bear fruit. At the administrative level, two new periodicals have been added to *Kibaru*. They are:

- *Nyetta* (Progress), a periodical for the dissemination

of science in the Bambara language. It contains information on the language, culture, arts, and crafts; a health page; a column of diverse news items called "the herald tribune"; and entertaining pages entitled "Speaking is not good, nor is not speaking" or "Seriousness does not prevent joking";

- *Kote* (Popular Theatre), a comic strip sheet dealing with problems and scenes of daily life;
- the operation, "Public Reading", and the establishment of rural libraries.

Who Produces these Materials?

Since in Mali literacy programmes are integrated into development operations, the task of production falls upon the latter:

- Operation Groundnuts and Food Cultivation (OACV);
- Company for the Development of Textiles in Mali (CMDT);
- Operation High Valley (OHV);
- Operation Rice in Ségou (ORS);
- Operation Rice in Mopti (ORM);
- Office of the Niger (ON);
- Operation Millet, Mopti (OMM);
- Operation Development of Livestock Keeping in Mopti (ODEM);
- Operation Fishing;
- Operation Integrated Development in Kaarta (ODIK);
- Re-starting of the Cooperative Movement in Timbuktu an Gao.

To these specific operations have to be added a number of other services engaging in rural promotion:

- National Office of Cooperation;
- National Office of Health;
- National Office of Waterways and Forests.

Finally, it should be mentioned that the contributions of private initiative to the production of consolidation material is constantly growing.

The Target Public

All the above-mentioned organisations are working for the promotion of specific goals, viz. increase of production, growth of revenue, and improvement of the living conditions of the populations concerned. The aim is to educate and inform the farmers, livestock keepers, nomads, and fishermen in the country; and the workers in the urban centres.

These booklets are intended for the use of the rural young, older women, rural women, and the traditional healers.

The Form

This support and consolidation material takes diverse forms:

- information booklets;
- attractive pamphlets;
- technical sheets;
- flannel-graphs
- films;
- posters.

Objectives

Such material shows the maturity of a post-literacy programme. Its abundance illustrates the diversity of application of the knowledge acquired at literacy centres and the concern of the technical services for enriching the stock of written material. One of the essential functions of post-literacy activities is to create a favourable environment for the use of written communication and regular expression in writing. Its specific objective is, therefore, to disseminate technical information with various degrees of specificity to a public which has been recently initiated into reading and writing.

Content

Owing to the specific nature of the Mali programme, which is essentially directed towards rural areas, most of the available support material concerns agriculture, livestock husbandry, and health. Its themes range over the whole field of agricultural and health concerns. There are booklets on

- plants;
- soils;
- manure;
- fertilisers;
- weighing;
- poultry keeping;
- draught oxen;
- gardening;
- domestic and family hygiene;
- onchocerchosis;
- water and hygiene;
- pregnancy;
- measles;
- common diseases;
- vaccinations;
- co-operation
- credit;
- medicinal plants;
- injections.

In addition to this type of material, there are flannelgraphs, films, and radio-vision broadcasts.

Presentation

These brochures and booklets differ widely in general presentation, choice of subject, language employed, and approach to the theme.

Most of the pamphlets are produced in offset on 0.80 gram paper with black and white illustrations done by artists and graphic specialists on cardboard; only rarely are they in colour. The language used is very simple, with a fairly easy standard vocabulary, short sentences, and a narrative style. The script is that used by the newspaper *Kibaru*, which is relatively easy to understand and decipher. Cultural articles maintain the style, rhythm, vocabulary, and even some of the dialect

of the region concerned. Although these texts are syntatically more complex, they are accessible by virtue of their dynamism and their lively themes.

Production

Most of the reading material in national languages is produced by two organisations:

- the DNAFLA printing press;
- the EDIM (Editions Imprimeries du Mali) printers of Mali.

Though EDIM has a much larger production capacity than DNAFLA, it is obliged to use the latter's personnel for the national language issues. This is due both to the lack of editors competent in literacy languages and to the scarcity of machines with special characters. There is no shortage of authors but of qualified production staff.

Dissemination

The pamphlets are distributed by the development operations themselves via extension, education, and literacy agencies. Another important channel is the Popular Library of Mali, which has local depots (libraries, retailers, branches or agencies) in many districts of the country. The isolation of certain zones, the bad road conditions, and the lack of means of transport render the distribution work almost impossible. Many literacy areas constantly complain about the unavailability of national language publications.

Libraries which might have filled this gap are still in an embryonic state. While the Operation Public Reading is expanding slowly but steadily, its territorial coverage is still very small. In the local and district libraries, which are almost exclusively stocked with French books, reading material for neo-literates in the literacy languages is only marginally represented. At present, there are 40 libraries in the sub-district centres, with some 450 to 500 titles, less than a fifth of which are in literacy languages.

Evaluation

No evaluation of this material has as yet been undertaken. Only a large-scale evaluation could answer the following questions:

- Are the books intelligible?
- Do they achieve the expected results?
- How much knowledge on the subjects dealt with do the readers acquire?

To these conceptual questions should be added others, such as:

- Are these texts within the range of understanding of those who have completed a cycle of literacy courses?
- Do the assimilated mechanisms and acquired habits normally enable neo-literates to read the text easily and to understand them?

Evaluation should also establish the relationship between these elements of competence, ability, and the presentation of the booklets (aspect, illustration, language level, printing types) on the one hand, and the socio-economic factors linked with the costs of production and distribution on the other.

3.2 The Rural Press

The choice of a rural press as a means of solving the problem of post-literacy is justified on several grounds. Newspapers provide an occasion for reading and developing a taste for reading, thus preventing a relapse into illiteracy. Besides, they are instruments of education and training, for they offer the readers information which will help them to improve their agricultural techniques, their health, and their living conditions - thus facilitating their participation in the process of economic and social development.

The paper *Kibaru*, one of the pioneers of rural papers in Africa, was founded in March 1972. In a civilisation of oral tradition, the impact of this event was soon felt by the public to whom it opens up prospects of development.

Who Reads Kibaru?

All the national literature concerning socio-economic activities in Mali is in French. This reduces its readership to a tiny category of citizens. Consequently the ability to read is considered by society at large to be of marginal interest. It is in this context that literacy in national languages, i.e.

the introduction of reading and writing skills, should be seen.

The statistical analysis of the geographical origin of the mail received from the readers of *Kibaru* provides indication of the range of literacy and its main centres: Between a person who corresponds with a paper and a simple reader there is a difference of quality, for correspondence implies regular and personal relations. Several categories of target public may be distinguished:

Literate farmers

From the letters received by the newspaper from this category, as well as from the reactions registered by various agencies in the field (preparation of teachers and evaluation of activities), the testimony of communicators, and the disappointment and discontent expressed when there are delays in publication, it may be concluded that *Kibaru* is without a doubt highly appreciated by the neo-literates for whom it constitutes the most easily available and accessible reading material.

These readers live in the regions of Bamako, Kolokani, Koutiala, and Niono. They are preponderantly male; extremely; the low number of women writing to *Kibaru* indicates the slow progress of literacy among the female population.

Urban public

Regarding the urban centres not substantially covered by literacy campaigns, special mention should be made of Bamako: One third of the mail received from that town is written in French, the rest comes from professionals or protagonists of literacy activities. These communications reveal a very supercilious mentality, which identifies education in national languages with "something for the peasants", sitting in the evening around a *Sufêkalan* lamp.

The success of literacy programmes, even at the peasant level, depends on their credibility in urban sourroundings and on their practical legitimation by the authorities. This truth is illustrated by the question asked in February, 1976 by a reader from Negetabali, who wanted to know whether "the President of the Republic reads *Kibaru*". However, thanks to the publicity campaign for *Kibaru* in the years 1972-1975, the paper is increasingly well known to the public, which is proud of it even though it may not read it regularly.

The correspondents

The majority of correspondents are farmers, and those not belonging to this category usually take care to make this clear by mentioning their occupation: merchant, worker, soldier, literacy agent, agricultural supervisor, catechist, nurse, veterinary, pupil. At first there were virtually no letters from the middle and upper classes. In the last two years this situation has changed. With the initiation of administrative and technical personnel into mastery of the written national languages, not only has their contribution to *Kibaru's* mail substantially increased, but also the number of articles submitted for publishing.

Readers outside Mali

This rather restricted public (see subscriptions) also appears to appreciate this paper, for it gives them news of their homeland in the national language. At least this is the impression to be gained from reading the letters addressed to *Kibaru* when subscriptions are being renewed, and from the reactions to the broadcasts devoted to *Kibaru*. Most of these readers are migrant workers who have had no formal schooling.

In West Africa, the majority of the correspondents from abroad work in the Ivory Coast. One fifth of the mail arriving from this country is written in Bambara by emigrants made literate in Mali. Next come Liberia, Upper Volta, Congo, Sierra Leone, Togo, Zaïre, and Gabon. These correspondents usually write in French when taking out a subscription to *Kibaru* or asking for manuals for the purpose of making themselves literate. Such requests are regularly made by workers from Mali who have emigrated to France.

Objectives of Kibaru

These may be broadly categorised under four headings:

(1) News about local, regional, and international affairs.

(2) Education, both by transmission of techniques capable of assisting the promotion of Mali environments (agricultural, health, home economy, crafts, etc.) and by the publication of more general articles (geography, history, oral literature, the achievements of Mali, economic or political problems, etc.).

(3) Encouragement of a dialogue between Malians and of mutual understanding between town and country dwellers. The term, "rural press", generally used to describe this kind of information, does not really reflect this concern for establishing communication between the urban and the rural population.

(4) The establishment of a medium of expression for the readers of the newspaper, through publishing letters received from them and answering questions raised in these letters.

Content

Owing to certain constraints (format, geographical distribution of readers, periodicity, delay in distribution), which will be discussed later, the content of the journal reflects some specific features regarding the original main objectives.

(1) With the paper appearing only monthly and pursuing such varied objectives, it is proving difficult to handle the news in different fields and to transmit it with all the necessary freshness. These difficulties considerably reduce the amount of news that can be provided.

(2) On the other hand, current news serves as a support for the educational aims of the journal. There are immense possibilities for *Kibaru* to effectively reach these objectives. By reporting significant events (successful achievements here and there, ceremonies, talks by experts), much practical and theoretical knowledge can be transmitted. Furthermore, the letters from readers and the replies to these offer many opportunities for pursuing the educational goals of the paper.

(3) By opening its columns widely to general regional or local news, which is the less well-known the more regional or localised it is, *Kibaru* can ensure communication between towns and rural areas. In the zones where there are literacy centres, the animators should ideally take on a new task, i.e. that of accredited press correspondent. The general information they can provide should cover the whole range of events - from official activities to diverse happenings.

(a) As regards the dialogue and mutual knowledge of the various categories of Mali people, readers' letters and the radio forum enable *Kibaru* to fulfil its role in this field satisfactorily, especially in rural areas; because of the small impact the paper has made on urban areas, town dwellers show less interest. The anniversary celebrations of *Kibaru*, as well as the visits they have occasioned, have been interesting forums of contact between the two milieus.

(b) The objective of serving as a link between the readers is being progressively attained, thanks to the abundance of mail and the large audience of the half-hour radio broadcasts on *Kibaru*.

(c) On the basis of these observations it is now possible to sketch a profile of *Kibaru:* It is a paper which disseminates contemporary popular culture (somewhat in the style of the old European almanachs), including a body of knowledge in the technical, social, cultural, civic, and other domains.

(4) An analysis of the mail from readers illustrates the diversity of the topics dealt with. Starting with greetings, compliments and praise for the literacy programmes and the creation of the paper, the readers proceed to matters of cultural or scientific interest or to general information relating to local activities.

(a) In keeping with the national social habit, many correspondents devote excessive space in their letters to salutations before they get down to a definite problem in the rural African societies.

(b) Themes on women are the most popular and the most frequent. In funny stories the authors attribute the central role to an ethnic relative, a *sinakun*.

The systematisation of these subjects leads to the regular organisation of competitive games, sometimes with prizes. The themes are varied: literary and linguistic (tales, puzzles, stories, lexicology), historical, philosophical, and sociological. There are also many subjects from the sciences connected

with nature: agronomy, pedagogy, hygiene, medicine, observation sciences.

It is mainly through these topics drawn from the traditional scientific heritage that the paper fulfils its educational function of disseminating modern scientific knowledge.

Demands on the Journal

The value of a newspaper as a moral entity depends on its willingness to respond to the demands of its readers. No matter whether these demands are satisfied, the essential point is that it responds to them within the scope of its capacities. These responses may be direct, i.e. addressed individually to the correspondent or, when they are of general interest, indirect, i.e. published in the paper. In the case of *Kibaru*, such demands or complaints are of two kinds:

The first kind is material and concerns both the paper and literacy activities, such as

- complaints that issues or the acknowledgement of the order have not been received;
- requests for advice on how to take out a subscription;
- requests for materials for self-education in literacy (dictionaries, readers, manuals for writing and arithmetic).

The second kind of demand relates to general scientific or cultural information, such as the time difference between China and Mali, the system of earth rotation, the length of life of an insect, or the printing of *Kibaru*.

Presentation of the Paper

The format of the paper is 28 cm by 21.5 cm of text and illustrations. From an original size of 4 pages, it has grown to 12, and from 5,000 copies in 1972 to 20,000 at present. In the ten years of its existence *Kibaru* has thus increased its volume threefold and its circulation fourfold.

The journal uses the script *I/36 IBM Direction* with special characters, and the illustrations consist of photos of individuals or events, or drawings done by specialists.

Kibaru serves as a major means of propagating and codifying a norm which is becoming the standard for literary Bambara. Edited by the national literacy service, *Kibaru* disseminates the standard Bambara which is also taught in the literacy centres. Some texts are, however, published in the dialects of the correspondents in order not to lose their local artistic and cultural flavour. A real *Kibaru* tradition of writing has now been established, a *Kibaru* language so firmly anchored that it obstructs spelling reforms considered opportune by the linguists.

Structures

The interministerial board of *Kibaru* has set up the following structures:

(1) The *direction* of the paper lies in the hands of the Ministry of Information, and within the Ministry, of AMAP (Agence Malienne de Presse et de Publicité). This shows that *Kibaru* is intended to be a real information organ alongside the other mass media for which this Ministry is responsible, and not merely an educational organ limited to the pursuit of functional literacy work.

(2) Since *Kibaru* forms part of the efforts undertaken in Mali to develop the rural world, an *editorial committee* has been set up, comprising representatives of the various services: e.g. AMAP; Functional Literacy; the Institutes for Rural Affairs, Health Education, Waterways and Forests; the National Directorate of Cooperation. After one year of publication of *Kibaru*, the difficulties inherent in the work of this Committee have become clear; the non-operational character of the Editorial Committee has its roots in the intricacies of coordination of the various levels.

Not that the persons delegated by the technical services are unrepresentative. It is equally evident that the participation of all the departments mentioned is necessary to make the paper an instrument of education for development, culture, and recreation. But this contribution could not be envisaged in terms of sporadic articles for the literacy programme alone. In the First Interafrican Colloquy on the Rural Press, held in 1972, the representative of *Kibaru* advocated, on behalf of AMAP (then called ANIM, Agence Nationale

d'Information du Mali), a different option, namely an "Editorial Council". "We feel," he said, "that it would be preferable for the Editorial Office to ask for advice from the representatives of the departments and services, rather than requesting them to write articles." Without relieving the various departments concerned of responsibility, this consultative approach would obviate the delays and paralysis that may be caused by changes or the absence of individuals. What was needed was to find a way of effective functioning of the Editorial Office that went beyond individuals.

(3) The *management* of the paper (finance, subscription, despatch, etc.) is carried out by AMAP. After gaining some experience, AMAP thought it advisable to transfer the management of all the papers for which it is responsible to the management team of the great national daily *L'Essor*.

(4) A *network of contributors* has been established. Originally it consisted of 42 agents in direct contact with the realities of the rural areas (rural administrative and functional literacy personnel), who have to periodically attend refresher courses. However, some of these contributors have failed to fulfil the role expected of them. Some others sent in a few articles, but were discouraged because these were not published, owing to lack of space or because they were not of sufficient interest. However, some individuals do continue regularly to send interesting articles to *Kibaru*.

(5) A half-hour per week *radio broadcast* specifically devoted to *Kibaru* is inserted into the Friday broadcasts designed to animate the rural world. In this broadcast, letters from readers are read out, replies are given, information concerning *Kibaru* is provided (subscriptions, printing, editing, etc.), some publicity is made for the journal and, when time permits, one or the other article is read out. To judge by the number of letters received from readers, this broadcast makes a considerable impact.

Production

The production of *Kibaru* proceeds as follows:

The texts selected from the manuscripts sent in from various sources (members of the operational editorial committee, contributors, mail from readers, occasional collaborators, etc.) are corrected (standard spelling, style of presentation, etc.), then typed and arranged in columns by the functional literacy agents. The headings and a large part of the illustrations are done at the DNAFLA printing press. A draft master-copy is made at DNAFLA and sent to AMAP.

AMAP makes the final selection of content, produces the illustrations that have not been done by DNAFLA, prepares the lay-out of the final copy, and sends it to the printers.

The EDIM (Editions Imprimerie du Mali) prints the paper in offset from a photograph of the final copy sent by the AMAP.

Means of Distribution

The distribution of the copies for sale takes place:

- through functional literacy structures. The copies are sent to the regional directors, who distribute them among the heads of literacy zones, who in turn distribute them to their readers. Through the same channel the funds accruing from sales are transmitted to AMAP. The sellers receive a discount of 10 per cent;
- in some cases, through a development operation;
- through depositories (libraries, correspondents, traders, etc.).

Dissemination

According to the AMAP division of promotion and sales, the distribution of *Kibaru* on 30 April 1981 was as follows:

Mali Company of Textile Development (CMDT)	3,750 copies
Operation Groundnuts and Food Cultivation (OACV)	4,560 "
Regional Literacy Directorates	1,450 "
Inspectorate of Fundamental Education	7,650
Bookshops	360 "
Other development operations	580 "
Libraries	47 "
Rural Development Centres (CAR)	125 "
Subscribers	1,692 "
Total	20,214 copies

Single copy sales

Before going into this matter, some words on the production costs of the paper may be useful. According to the calculation made by EDIM, one copy would come to 35 FM on the basis of the production cost of 20,214 copies monthly, which is estimated at 645,220 FM (for 20,000 copies). The sales price per copy ought, therefore, to be above 35 FM, even without taking into account the distribution costs and miscellaneous expenditure, and not to mention the wish to amortise the investments granted. At present one copy costs the reader 25 FM. Some development organisations have introduced at their level a special subscription system. The farmers can more easily pay the price of *Kibaru* in the period when they sell their agricultural products, they are charged 300 FM for the 12 annual issues at that time.

Subscriptions

Within Mali	600 FM ($ US 1)
In other African countries	1,500 to 2,000 CFA
On other continents	1,500 to 2,000 CFA.

Free copies

Copies distributed free of cost (individuals, services, exchange, etc.):

Within Mali	443 copies
In other African countries	42 "
On other continents	25 "

Financing

Kibaru receives a subsidy from the state of Mali and a contribution out of a contractual agreement Mali has with the World Bank. Up to 1977 the production costs of 12,000 copies

were borne by the state. To these costs have to be added the salaries of the staff (approx. 12 permanent employees) and the running costs.

When the paper was enlarged to 12 pages and 20,000 copies, the World Bank provided the funds for printing 12,000 copies, the rest being paid for out of the national budget. Since January 1981 this ratio has been reversed.

Evaluation

A first overall evaluation of the impact of *Kibaru* has been undertaken by the paper itself, with the collaboration of Unesco. The results have not been published.

Problems and Constraints

Small format

The small format (12 pages measuring 28 by 21.5 cm of text and illustrations per month) considerably reduces the amount of information that can be effectively transmitted. It would be desirable (and in keeping with the readers' wishes) to provide news from all regions of Mali concerning the problems encountered at all levels in the various districts by administrative and technical personnel on their tours, to publish in full the most important speeches of national leaders, etc. The smallness of the paper makes it necessary to give only abstracts, which often lack "salt" since they cannot go into detail. As has already been mentioned, it has not always been possible to publish even the reports from regular contributors because of the shortage of space.

Monthly publication

The monthly appearance of a newspaper necessitates a style of presentation that is very different from that of a daily or weekly. In particular, it excludes the "exciting" suspense generated by day by day news reports. In the case of *Kibaru*, the distribution system further reduces this element of "suspense".

A monthly newspaper should, therefore, bring out the trends underlying the events that are disseminated daily by other news sources, for instance radio. The small format obviously restricts the possibility of publishing articles which examine the various aspects of the news. It compels the authors

to confine themselves to summaries often too brief to be really interesting.

Geographical distribution of the readership

While a local daily interests its readers mainly by reporting news items in which they have been directly involved (various meetings, festivities, social affairs, etc.), it is obviously impossible for a monthly destined for a widely dispersed public to give accounts of this kind of activities.

Kibaru is therefore obliged to describe only really significant activities which indicate possible modes of action to its readers. Its concern is educational rather than news-oriented. In this perspective, many articles in *Kibaru* regularly report innovative local events.

Delays in the distribution

It has already been mentioned that the majority of copies are distributed through the channels of the literacy structures. The paper is sent to the regional directors, who distribute them at (theoretically) monthly meetings to the heads of functional literacy zones, who then pass them on to the 20, 30, 40 or even 50 centres for which they are responsible. All kinds of circumstances (deficiencies in the means of transport, illness or leave of those responsible, etc.) may cause delays at the various levels.

In practice (confirmed by tests), it seems realistic to reckon with a minimum delay of two months from the publication of the paper to its receipt by remote readers. Evidently, in selecting the information to be published, this must be taken into account.

The aforementioned delays not only increase the time between the writing of an article and the moment when it will be read, but also make it impossible to foresee how long the period will be. Consequently, some columns of *Kibaru*, such as those concerning agricultural work to be done at a certain period, official regulations on the current prices of products, etc., may become useless.

Prospects

To what extent can *Kibaru* contribute to the consolidation of literacy in particular and the promotion of the national language Bambara in general?

This question raises a problem of option: Should *Kibaru* be merely an organ of news, or should it have an educational task, or both? In this author's opinion, it should follow both lines, with the main emphasis on education. That is to say, it should be a paper providing news and education in the broad sense of a publication disseminating general knowledge about all the sciences, as has earlier been suggested with regard to its themes, and not a paper intended exclusively for the operational zones. As an instrument of post-literacy, *Kibaru* should improve its monthly issues by increasing the number of pages and putting an end to all the irregularities of publication. In addition to the news, it should integrate into its columns local information relating to the creation or deterioration of the socio-cultural infrastructure: schools, dispensaries and maternity hospitals, public works, water supply, harvesting and marketing campaigns, festivals and traditional ceremonies, etc.

Personal (births, marriages, deaths, searchs for an emigrated relatives) and other advertisements are an appreciable source of income, to judge by their success in the non-print media in the national language Bambara. Comic strips would enrich the humorous page of *Kibaru*.

Columns should be set aside for each of the three other major national languages (Peulh, Songhoi, Tamasheq) until such time as autonomous papers in each of the languages of Mali are created. *Kibaru* would then not be short of a target public since people could read about their own world in their own language. Also, the distribution network should have a depot in all cultural establishments, internal or external (schools, Mali embassies and consulates abroad, fairs, etc.).

Print media and non-print media complement each other. Thus the letters from *Kibaru* readers contain much praise for the Friday radio broadcasts in Bambara and great admiration for its animators, whose manner of speaking is often adopted. This very happy experience deserves to be developed, and many of the animators are proving loyal and linguistically creative.

Nevertheless, *Kibaru* can only reflect the current state of the national languages, and there are interactions between these two poles. Consequently, it is urgently necessary to establish a permanent liaison with all those interested in the development of the national languages and ready to do something about it. Such liaison could be achieved by:

(1) placing at their disposal the material they ask for (dictionaries, reading and writing manuals) in order to make themselves literate;

(2) serving as an echo for their work in national languages.

3.3 Educational Radio Broadcasts and the Problem of Rural Development

Introduction

The development of a country like Mali necessarily depends on the active and responsible participation of the rural world, which constitutes the majority of the population. Despite educational efforts, this large part of the population remains isolated and passive in regard to illiteracy. In the face of this problem, and conscious of the role the mass media can play in the development of the rural world, DNAFLA created, at the central period of national literacy campaigns, the educational radio broadcasts at the same time that it launched the Unesco pilot project of functional literacy in 1968.

Objectives of the Educational Radio Service

As the traditional means of education could no longer satisfy the enormous need for information and education manifested by the rural population involved in the functional literacy programme, the National Centre of Functional Literacy (CNAF) designed a radio programme with the following objectives:

- to give the public (100,000 farmers and 10,000 workers from the regions of Ségou and Bamako) information on the structure, function and working of the literacy centres;
- to arouse the interest of inhabitants of the zones where efforts to extend functional literacy are made;
- to contribute to the training and improvement of the animators and the heads of ZAF (Zone d'Alphabétisation Fonctionnelle);
- to enable the centres to profit from each other's experience by means of reports and interviews;
- to ensure a permanent dialogue between animators, listeners, and those responsible for literacy and the

other technical services by establishing organised listening groups;

- to assist neo-literates in consolidating and developing the knowledge they have acquired.

Programme

There can be no doubt that an information campaign explaining the objectives of the programme, its usefulness, and its socio-economic implications is essential to ensure effective participation of the rural communities in any development programme. On launching the experimental functional literacy programme, the Educational Radio Service undertook a vast information and sensitisation campaign in French and in all the national languages in order to create a climate favourable to the idea of functional literacy and to encourage all Malian citizens to participate in the implementation of the literacy programmes.

By creating a cultural environment through the intellectual stimulation which radio provides its listeners and those responsible for the administration of the rural world, it very quickly proved to be itself an excellent means of spreading the idea of social advancement and the awareness both of development problems and of the struggle against illiteracy. This, the "first phase of the utilisation of educational radio", was devoted to informing and sensitising all the citizens of Mali, whose contribution to the efforts for literacy constitutes one of the ingredients of success.

The activities of the Educational Radio Service cannot be conceived apart from the functional literacy programmes, of which it is one of the main supports. The Malian method of functional literacy education is worked out on the basis of the study of the different socio-occupational categories involved. The programmes must take into account the specific needs of the populations concerned; some programmes are designed for the entire population, others for specific groups.

The animators of the centres

Since the time spent on the training of animators (most of whom are inadequately literate) is relatively short, they have not always been able, with the best will in the world, to acquire the desirable educational techniques. Here again, the radio has proved an excellent means of keeping in contact with the animators, many of whom live in inaccessible localities for

a large part of the year. Through a special programme, the Educational Radio Service has achieved:

- pedagogical training; and
- a feedback which has provided a practical solution to communication problems by establishing listening support in the form of liaison reports.

Animators of listening groups

The listening groups are organised at the level of post-literacy centres. Their selection is based on the following criteria:

- acceptance by the village;
- availability of a radio set;
- a minimum of ten neo-literates;
- accessibility of the centre.

Two hundred animators from the regions of Bamako and Segou have participated in this programme (two days of basic training and a one-day of refresher course per functional literacy campaign). This training is provided by the Educational Radio Service.

From these activities within the programme for the second phase of utilisation of the Educational Radio Service, it has emerged that, for long broadcasts of 15-20 minutes, dialogue is the most appropriate form of presentation.

These special broadcasts were transmitted weekly, either on Mondays or on Fridays, the other days being reserved for the broadcasting of general programmes of interest to all listeners.

Neo-literates

With the evolution of functional literacy, the activities of the Educational Radio Service entered a new phase. The problems arising from the convergence of two phenomena - the neo-literates' thirst for learning, and the lack of post-literacy reading material - could only be solved by using this Service. Action was, therefore, taken in the shape of an experiment with radiovision directed by the post-literacy centres of the agricultural development organisation OACV. The neo-literate listeners were organised into listening groups.

Listening time and conditions

At 6.30 p.m., the Educational Radio service broadcasts a 15 minute programme in the major national literacy languages. It is received individually or collectively by listening groups by the literacy centres which are in the second phase of literacy activities or in the post-literacy phase. With the evolution and extension of post-literacy instruction within the various agricultural development organisations, specific radio programmes are designed to meet the interests of the farmers. These themes are discussed by the listening groups organised for this purpose, and visual support in the form of posters and reading texts is provided.

Content

The content of the programme is based on discussions with the rural population concerned. To define the themes, the Educational Radio Service conducts an inquiry. For this purpose it convenes a village meeting where the people freely express their educational needs. At this meeting, the Educational Radio Service obtains information from the farmers on their experiences concerning the chosen themes and conducts interviews or, if necessary, takes pictures to use the photographed information subsequently. It may also contact a specialist (agricultural expert, health officer), with whose help it prepares the broadcast in the mother tongue of the group concerned, very often using a poster as an introduction to a problem faced by the listening group. If the person who presents the broadcast has not edited it, an editor in national languages listens to the tape and abstracts from it the broad lines of the broadcast.

A concrete example

One of the subjects which has been dealt with is malaria. The Educational Radio Service makes an enquiry at the village level.

(1) Visit to the village and collection of local background material - (photographs).

(2) Discussion with villagers:

- identification of the "disease carriers";
- locating places;
- symptoms;
- local treatment;
- concrete suggestions for fighting the disease.

(3) Execution. (The Educational Radio Service contacts a specialist in health education.) Before the taping, it gives background information, on the basis of the photographs taken in the village, to the specialist who will present the broadcast. At the time of broadcasting, the listeners will find the same visual material in the centre. The broadcaster focuses on practical advice, taking into account the possibilities of application by the population concerned.

Listening to the broadcasts gives the group an opportunity to air its reactions and suggestions on a sheet called "Listening report". The Ecudational Radio Service then analyses and synthesises the ideas expressed and produces a broadcast "Reply mail".

Material used

A number of sound and visual materials are used in the radio programmes:

- the magnetic tapes on which the broadcasts are recorded;
- posters, photos, reading texts, and listening reports serve as support and following-up documents.

This material is produced by the Educational Radio Service and distributed to the listening groups through the rural technical services.

Programme production

The activities of the Educational Radio Service involve all agricultural development organisations. In collaboration with these organisations and with the rural populations, the Educational Radio Service works out a programme that takes into account both the priorities of these organisations and the needs expressed by the population concerned.

Cost

In this particular case, the figures given refer to the cost of a post-literacy radio programme for a functional literacy campaign. This programme consists of 12 broadcasts transmitted at the rate of one per week for three months; within this framework the following visual supports are used:

- visual supports (films, photographic paper for preparing posters, boards, copying paper)	572,000 FM
- magnetic tapes	80,000 FM
- remuneration of the production team (1 radio director, 1 photographer)	80,000 FM
- cost of listening groups	
training of 2 animators per group 500 FM x 200 x 2	200,000 FM
refresher course for animators 500 FM x 200 x 1	100,000 FM
personnel for 10 training institutions	60,000 FM
Total	1,092,000 FM

Coordination System

The same coordination that has been described in the case of radiophonic programmes exists in the utilisation of radiovision. At the local level, the broadcasts are monitored at the centre by the administrators (Director of literacy activities). The listening reports are then sent by the administrative offices to the Educational Radio Service.

These listening reports, which are first analysed by the directors of the functional literacy zones, involve an exchange of correspondence which ensures feedback between the different people in charge and the listening groups. This system stimulates the interest of the collective listening groups, which find in it an excellent means of communication.

Relations with other Post-literacy Programmes and other Information Services

At the start of every functional literacy campaign, DNAFLA holds a meeting to define the activities of each section. The Educational Radio Service provides support for the various programmes that are drawn up. A large number of the post-literacy pamphlets are used in the broadcasts of the Service within its radiovision programme.

Evaluation

In the course of a recent evaluation, specialists have

assessed the impact of learning by means of radio programmes. This evaluation has confirmed the hypothesis which initially led to the establishment of the Educational Radio Service, i.e. that this service could play an important role as an information exchange platform and as educational support serving to consolidate the achievements of the centre, especially in the technical and vocational domains.

This aspect has been judged the most motivating. A very positive fact is that the listeners at the centre are considered to be village delegates "for innovation", and their reactions find an echo at the different levels of the administrative hierarchy - from the local via the regional to the central.

In consequence of these favourable outcomes, the demand for the establishment of collective listening groups is constantly growing, and the local collectives are taking better care of the radio receivers and battery supplies.

3.4 Advanced Education of Neo-literates: A Scientific Education Oriented Towards Development

Objectives

It is widely accepted that the future of literacy work in the national languages depends chiefly on the ability of these languages to provide continuing and lifelong education to the neo-literates at any level of achievement. In awareness of this situation, DNAFLA is mobilising, within the framework of the study on basic education, substantial human and material resources for the search for appropriate strategies and methodologies. Thus an interdisciplinary team including educationists, sociologists, linguists, and experts of the disciplines to be taught has been formed. The tasks of this tem are:

(1) to give the young who have succeeded in becoming literate the possibility of *entering a new stage* by offering them access to a really *scientific education*, i.e. an education not limited to transmitting *recipes* ("do what you are told and you will see the results") but one that explains *causes* and enables them to *verify* their acquired knowledge;

(2) to make a significant contribution to the solution of the country's major problems (whether these be in the

sphere of agriculture, animal husbandry, health, or technology) in *real conditions*, i.e. *at the village level*. Experience has shown that a true solution to these problems requires the setting of high goals and recourse to techniques which, while *known to the researchers, have not yet penetrated to the extension services;*

(3) to verify a *sociological hypothesis of the highest importance*, namely that the traditional associations of young people "fertilised" by functional literacy and training programmes may become *major channels of verification and propagation of all innovations considered to be essential for development*, and in some cases even for the mere survival of the villages. (10)

Consequently this team will have to organise pilot training periods for the purpose of trying out the methodology and strategy of training for neo-literates. As the experiment is already under way, an attempt will here be made to identify the perspectives being opened up.

Pilot Training Courses

First the team had to organise a number of "pilot training courses" in order to determine the appropriate teaching methods, discover or invent with the aid of the villagers the scientific terms necessary for the training, and, if possible, take stock of the traditional knowledge existing in the various domains involved. In 1977, three such training courses were organised: the first, on contagion and flies, in the Banankoro district of Massantola, Kolokani division; the second, on arable soils, in the Souransan district of Djidjan (Kita); and the third, also on soils, in the Torodolfo district of Djidjéni (Kolokani). These villages were chosen at the suggestion of the local persons in charge of literacy instruction and of the OACV. In every case, a preparatory mission went to the locality to discuss the scheme with the villagers and the local authorities.

In 1978, 8 courses were organised, 4 on health and 4 on agriculture; those in Kolokani in the villages of Fasa and Torodolfo, and those in Kita in Suranzan-Toumouto and Golobiladji.

1979 - One management course.

1980 - 8 courses, two of them on agricultural implements

and their maintenance and two on radio reception and the repair of radio sets.

1981 - An initial extension of the experimental modules has been expanded to the intervention zone of the CMDT, and of the Rice Segou and Mils Mopti operations.

The Procedure of a Training Period

Prior to the start of every period, the research-training team undertakes a *preparatory mission*, which aims at selecting the village, securing the agreement of the population, and arranging with it the date of the meeting.

Next a planning team visits the village on the arranged date. On the day it arrives, a first meeting is organised at which the chosen subject is discussed. Generally everyone takes part in this meeting, in particular the old people who have the necessary knowledge and authority. The team asks questions about health or agriculture, according to the subject of the course. The aim is to find out at this first meeting what knowledge the villagers have of health or agriculture, especially of the chosen subject: the soil, tilling, plants, or onchocercosis, bilharziasis, malaria, etc. For instance, if a disease is to be studied, the questions are as follows:

- How does one recognise the disease?
- How does one contract it?
- How does one treat it?
- How can one avoid it?

Everybody present at the meeting may reply and state his point of view. Next morning, the answers are recapitulated with the young and written on the blackboard. Then the doctor states the views of modern science on the same questions. These replies are also written on the blackboard. A comparison is made between the two sets of answers. Those of the earlier replies that were incorrect are then erased. The others, which are similar to the doctor's answers, are clarified and reformulated, so that one single text is obtained, which the young who know how to write enter into their copybooks.

The afternoon of the same day is reserved for practical

experiments: observation through the microscope or practical anatomy and experimentation. The participants are then invited to state their point of view and their impressions.

At the following meeting, the young people are asked to spread the knowledge they have acquired in the morning *kalanso* in the village. This may provoke commentaries from the old and requests for further information from the team members, which it is up to the team members to give. Then other questions are put, and on the next day the replies to these questions are worked out with the young in the literacy hall.

This is a rough sketch of how a course is organised. However, the plan may vary according to the given locality, subject or circumstances.

This advanced training of the neo-literates differs from that of the health or agriculture extension workers in that in the same period fewer themes are dealt with, and in greater detail, with more explanations, observation and practical experimental work. Moreover, instead of telling the students "Do this and do that", they are told why this or that should be done. They are given explanations; observation, conclusion and discovery are encouraged; curiosity is aroused; and they are taught to look for the relationship between cause and effect. Hence the term *scientific education.*

In the health courses, it was found that the participants knew the clinical symptoms of diseases very well and did not differ widely from modern medicine in their understanding of anatomy. They knew all the parts of the body and had appropriate terms for each part. All that can be observed by the naked eye is well known of them, identified, described and named, even if it is not useful. At the end of a course of advanced education, Professor Ranke at Fasa, who conducted the course, said that Jean Diarra, the representative of the chief, whom he had tested orally for three days, had the level of a fourth-year student of medicine.

Prospects

The main purpose of these periods of scientific education is to discover how to give the literate peasants access to the scientific knowledge and technical innovations that will be useful to them in their daily struggle to improve the environment. Investigations in this field concern mostly education and sociology.

- In the domain of education, it has to be established whether a group of neo-literates, after adequate training and provided with a *protocole d'essai* (manual of instruction) in Bambara, can carry out the experiment with the necessary rigour.
- On the local level, it is necessary to determine precisely what innovative social forces would be capable of serving as the base of the new local structures of lifelong education which will have to be established.

The objective is thus to ensure that these scientific education courses can be fully integrated into the process of socio-economic activities. To this end, the development operations and technical services should make use of specialists and competent resource persons at the local level. This requires more concerted action among these services in order to provide, in the first place, training for the local animators and the joint study of the programmes for the different kinds of training that should be offered. This cooperation, which is required to generalise the achievements of training courses, could be oriented as follows:

(1) In the framework of experimentation with training modules, the interdisciplinary team of DNAFLA intends to organise a cluster of pilot courses in the South-Mali zone

- on health education;
- on technological education; and
- on civil law and management.

For this purpose, it plans on organising serious discussion meetings with the health and cooperation specialists and with the agents of the various services concerned.

(2) Furthermore, the team plans to evaluate the first courses organised in the OACV zone in order to determine new axes for the pursuit of experiments. For this purpose, the collaboration of specialists is needed who have participated in the first courses and whose experience will have to be utilised. For education cannot be effective unless all the technical conditions for success are combined.

(3) In practice, the educational team would like these experiments to be considered an integral part of the programmes of the operations and services with whose help they are run.

(4) Finally, DNAFLA would like to see the various technical services engage in a campaign of education and instruction of the population, in which it could cooperate in two ways:

- by giving the necessary support to the training of animators;
- by producing publications in the national language with the help of the specialists of the other services.

This plan derives directly from the courses already organised. In fact, at the end of those conducted last year, lifelong education booklets in Bambara on the various themes of the instruction were produced by the team. The interest they aroused among the neo-literates is eloquent proof of the soundness of the educational approach of these courses.

This is a brief summary of the main orientations that could already be identified on the basis of the first scientific education courses. It is to be hoped that after the try-out of modules as provided for in this programme, a clearer strategy for the education of neo-literates can be defined.

Reflections on Extension

The educational department of the DNAFLA is already concluding an experimental phase of the extension of the advanced education of neo-literates. It therefore seems necessary to analyse the strategy that has been employed and to take stock of all the observations and criticisms which have been made, in order to formulate work procedures for the next campaign and, if required, to modify and reorientate activities for the sake of greater effectiveness. It will be a matter of assessing their impact in order to envision a long-term general introduction of the system.

Observations

The experience in the OACV (Kita-Kolokani) zone with the education of young literate people has enabled a methodology to be evolved which represents for the training personnel in the

rural environment a work method whose results are both innovatory and encouraging. The objective was, in a second period, to extend this educational activity by sensitising the officers to the educational method and by introducing them to the different techniques we have tried out. Rural development operations presented themselves then as the major framework for this work. The agencies are given charge of the execution of the literacy programmes. They can act as a financial support for training and they aim at an integral transformation of the environment, which is the ultimate purpose of our enterprise.

Collaboration proposals relating to the personnel to be trained, the timing and duration of training, and the training costs have been submitted to all the ORDs.

At the same time, we attempted to assemble pedagogical material on training:

- training programme;
- technical leaflets detailing both what is to be taught and how (support for the theoretical part);
- course structure, practical exercises for breaking in trainee instructors.

The responses from the ORDs, the level of literacy in the various zones, and the respect for a rigorous schedule have led us to train the future instructors in conditions such as the following:

In the case of the Mils Mopti agency, the heads of ZER (Zone of Rural Management), SB (Basic Sector) and ZAF, plus 20 Peul and Dogon animators, were trained over a fortnight. This OMM training supplemented the literacy programme of the Rice Mopti Operation (co-ordinator and the heads of ZAF).

In the case of the Rice Segou Operation, there were some 150 people trained during one-week courses in the different zones of San, Tamani, Markala and Dioro.

The instructors for this operation were trained by the pedagogical section at Sikasso, Segou and Koutiala at the CMDT; this, too, was during a one-week course in each of these three zones (11).

The theoretical training treated the following points:

- "literacy" for the officers;
- historical background of the advanced education of neo-literates;
- socio-educational principles and methodological hypotheses;
- introduction of the officers into the method of surveying needs, into techniques for establishing contact with the social environment, and into the ascertaining of traditional knowledge;
- the make-up of a course and examples of courses already held;
- evaluation techniques.

Observations and reflections on the work done

The timing of training courses. This was from mid-February to the end of April. The period from November to December would have been more favourable for the setting up by the ORD training personnel of a post-training programme which could have been put into effect over a period of several months before the rainy season. This lapse of time would have enabled the pedagogical section to engage in follow-up work and supervision and to carry out an evaluation.

The duration of the training course. Courses lasting a week would seem to be appropriate. The training personnel, which is occupied by numerous tasks, should not be detained too long. Now that the training method is well worked out, the programme can be satisfactorily executed in 7 days.

The personnel to be trained. In the light of the experience that has been gained, it would seem desirable to restrict the numbers of those being trained, thus making it easier to get the message across. Similarly, in the case of the practical part of the course, it is only with groups of ten persons at the most that the trainee instructors can be introduced to the different techniques and practise them without excessively troubling the villagers, on whom demands are already made often enough.

As to the quality of the personnel to be trained, the courses must include the literacy personnel (coordinators, heads

of the ZAF), those in positions of responsibility in agriculture (heads of ZER, SB), and all of the personnel of the other services (Health, Animal Husbandry, etc.).

The content and method of the training course

On the monitoring of the training. There has only been one evaluation, i.e. in the CMDT Sikasso zone. This showed that courses on the fertility of the soil had been reproduced in a dozen or so villages. There have not been any evaluations in the zones of the other ORDs.

It can be claimed, however, that the expansion of the activities undertaken might have benefited from a better sensitisation of the officers and those responsible in the ORDs. Similarly, an agreement on post-training work should have been obtained by establishing an intervention schedule after each training session (programming of courses to be reproduced in selected villages) by regular follow-up action by the pedagogical section and by a rigorous evaluation at the end of the campaign.

The material aspects of the organisation of these activities and their financing might have been better negotiated by those responsible in the ORDs.

On the benefits of this training. The various training sessions of officers in the methodology of the advanced education of neo-literates should have enabled all the opportunities offered by literacy and the ways of utilising the acquired knowledge to be turned to good account. The training sensitises the officers at the grass-roots level, who are sometimes too sceptical of the capacity of the national languages to be the vehicles of training.

The methodology which has been developed encourages technical collaboration between the different services by advocating interdisciplinary work.

It has proved possible to provide substantial technical backing for the literacy personnel, which too often feels isolated.

This method goes beyond the limited and sporadic activities of simple extension work and provides real training. Starting out from the real needs of the population, it enables the problems confronting the rural world to be better under-

stood, and it offers an overall response to these problems. Educational activity, which is an indispensible factor in any improvement in the environment, is provided at reduced cost and without overloading the training personnel, who have other functions to perform as well.

Finally, by promoting mutual understanding, the methodology encourages dialogue between the population and the training personnel.

Conclusion

We believe that this kind of training corresponds well to the level of the aspirations of the rural population, which increasingly desires to have the opportunity of itself engaging in activities which can bring about the smooth socio-economic development of its environment.

But simply perceiving the level of aspiration of the population is not enough; what is needed is the will to work towards the realisation of these aspirations.

It is certain that during the training courses we have given for the CMDT and for the Mils Mopti and Rice Segou operations the method was felt by all of the training personnel to be good. Indeed, it corresponds better to the vision of a truly integrated development operation. These operations can no longer be effectively productive without the technical and vocational education of the population they serve. "Advanced" education enables this gap to be filled.

Thus training within the framework of development agencies was introduced so that the "advanced" aducation courses be relayed to many more village communities; this would lead to this intervention and development method being adopted as the ideal for rural areas. The impact of this education in the areas concerned still has to be established. Later evaluations of a general nature will say more on this. Nonetheless, it is now possible to state that:

- the training personnel which has been involved is capable of reproducing any similar course;
- the training personnel accepts the method despite some difficulties;
- the rural and newly-literate population is pleased that

> the education directed at it takes as its starting point their needs, which have been surveyed beforehand, and that they are, as it were, its first architects.

These partly positive results must not be allowed to mask the problems and difficulties which exist and which are first and foremost linked to the low level of literacy faced by most development operations. Indeed, despite the existence of a literacy component with funds, one realises on the ground that literacy programmes are very selective, encompassing only a limited number of villages in some operations or a given kind of craft activity elsewhere. Seeing things in this light, one begins to dream: were a massive literacy campaign to be conducted that provided all of the development operations with a population which was really literate, how easy it would be to apply and win universal acceptance for the method of advanced education.

There are also difficulties because some officers on the ground think that "advanced" education is a "different" activity, for which they should be renumerated separately, whereas it should be seen as belonging to the range of their daily activities for which they draw a salary from the state.

There is in addition the problem of funds. Who, in the medium and long term, is to finance "advanced" education? In our opinion, the question does not even arise once advanced education is understood within the development operations as unique method of intervention. Each operation would take charge of advanced education in the same way that it now takes charge of its different components: training, extension work, health, animal husbandry, etc.

But this still leaves unanswered the serious question of the funding of the ORDs themselves. No doubt in the long term the village communities will have to intervene in the financing of the ORDs which they have to manage in collaboration with the state officers. But that is another dimension of the problem.

GENERAL CONCLUSION

If the objective is to create a "literate environment" in which the neo-literates will find many opportunities of reading, writing and enriching their knowledge, it must at the same time be admitted that it will be difficult to achieve this goal unless organisations and activities exist at the local level which require and engender a growing volume of written communication. It seems illusory to expect that, at the national level alone, a sufficient quantity of reading material can be produced to sustain the motivation to become literate and to cater for an increasing number of old and new literacy students. New systems of local development for which literacy skills are required, and which could contribute to financing literacy instruction, are also necessary.

To render the village environment "literate", the people must have increasing opportunities and needs to communicate in writing among themselves and with administrative structures, to "document" themselves and to manage their own affairs. The border between oral and written communication is crossed when the individual or the group has to organise activities whose scope, complexity and technicality exceed the capacities of memory. At that moment, literacy begins to become really indispensable. In other words, the development of reading and written communication at the local level seems closely linked, both as a encomitant and as a consequence, with the establishment of economic structures in the village or groups of villages. Otherwise, the best efforts at publishing "post-literacy booklets" would remain insufficient and risk petering out. Moreover, in this way lifelong education, and in particular the publication of reading material, would be closely associated with continuation, and with application especially in the field of project of transfer of skills and responsibilities.

STATISTICS OF THE EDUCATION SYSTEM IN 1978/79

		Enrolment						
		1973/74		1978/79		Annual Growth Rate (%)		
		Total	Female (%)	Total	Female (%)		Total	including expatriates
*Basic Education								
- in the 1st cycle	Public	222,224	36,2	279,573	34.8	4.7	6,636	-
	Private	14,398	2,5	12,672	1.6	-	241	16
	Total	236,622	36,4	292,245	36.4	4.3	6,877	16
- in the 2nd cycle	Public	29,198	24,2	53,061	26.0	12.7	2,209	-
	Private	2,986	3,9	4,552	3.4	8.8	164	13
	Total	32,184	25,5	57,613	29.4	12.4	2,373	13
General Secondary Education	Public	3,908	17,4	9,369	20.0	20.0	-	-
	Private	2,006	13,1	3,643	20.0	12.7	-	-
	Total	5,814	15,9	13,012	20.0	17.5	631	-
Technical Lycée		498	5,8	741	9.6	8.3	62	22
Vocational and Technical Training	Public	1,062	32,9	4,064	-	31.0	431	-
	Private	902	88,7	1,706	46.9	13.6	80	12
	Total	1,964	10,7	5,770	-	24.0	511	-
Teacher Training		1,317	16,4	2,499	19.3	13.7	145	5
- IPEG		761	16,2	1,492	17.6	14.5	94	-
- Secondary Teacher Training Colleges		496	6,3	787	-	9.7	27	5
- ENETF		60	100	220	100	29.5	24	-
Higher Education		1,818	8,4	4,789	11.7	21.5	488	195
		280,217	34,2	376,669	-	6.1	11,087	-

Source: National Ministry of Education

LITERACY ENROLMENT AS OF 30 JUNE 1981

Rural Development Operation (ODR)	Functional Literacy Zones (ZAF)	Centres	Learners	Villages	Programmes
Textile Development Company of Mali (CMDT)	45	1,186	14,028	-	Kalanje sébénni. jate. An ka dugu. Musow bé baraw minu ke. koori séné
Operation High Valley (OHV)	11	153	3,367	-	
Operation Groundnut and Crops Cultivation (OACV - ODIPAC)	56	1,930	26,840	1,365	Kalanje ni sébénni. Tigaséné. Jate
Office of the Niger	7	85	2,911	60	Malo séné. Kalanje ni sébénni. Musow bé... Jate
Operation Integrated Development of Kaarta (ODIK)	10	46	998	-	Kalanje ni sébénni. Xarane jate
Operation Development of Livestock Husbandry in Mopti (ODEM)	1	258	-	-	Jannde. Hiisa
Operation Millet in Mopti (OMM)	7	64	2,535	46	Jannde. Hiisa. Den tirulugo. Lugo den
Operation Rice in Mopti (ORM)	8	52	1,256	-	Jannde. Hiisa. Kalanje ni sébénni
Operation Rice in Ségou (ORS)	11	99	2,958	-	Kalanje ni sébénni. Malo séne. Musow be baraw min ke
Operation Fishing	-	7	120	-	Kalanje ni sébénni. Jégémon bara
Cooperative Movement of the 6th and 7th Regions	-	18	285	-	Afrragna alxahalat bon ferray
Total	156	3,660	56,556		

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Chapter 2

THE LIFELONG EDUCATION CENTRE (FEP) AND OTHER LEARNING STRATEGIES FOR POST-LITERACY IN NIGER

by

Kanê Oumarou

INTRODUCTION

The object of this study is to give an account of the strategies employed by the Republic of Niger in the field of post-literacy and lifelong education.

Thanks to the material, moral, and political support of the Government, the general literacy and adult education activities, which started in 1963, have developed remarkably since 1974. The five-year plan for 1979-1983 envisages new structures and resources for a mass literacy campaign that is gradually to cover the entire national territory. In 1983, investments for this purpose will reach the amount of 702 million francs CFA. In the same period, the personnel trained at the Centre de Formation des Cadres de l'Alphabétisation (C.F.C.A.) will consist of 16 university educated staff, 92 medium-level agents, and 36 liaison officers.

To appreciate the extent of the efforts made by the state in the area of literacy and post-literacy, it is necessary to consider the geographical situation of Niger, especially the isolation of the country (more than 1,000 kilometres from the Atlantic coast), the vastly scattered population (over 10,000 villages), the shortage of rapid means of communication, and the semi-nomadic life of some sections of the population.

These very real obstacles partly explain the relatively slow development of education in general and of post-literacy in particular. Since 1974, however, the struggle against illiteracy has made spectacular progress. In 1982, the rate of primary school enrolment reached 22.7 per cent, and literacy

centres increased by 45.6 per cent. For the 1980-1981 campaign, there were 911 centres, of which 309 were post-literacy centres.

The establishment of the Société Nigérienne de Développement (Niger Society of Development), which makes adult education a state priority, will no doubt produce even more satisfactory results. The present study attempts to describe the strategies for post-literacy and lifelong education, taking into account the various constraints and analysing the content, methods, and results of an approach which, in connection with the development programmes decided upon by the Niger government, aims at improving the living conditions of the population.

1. BACKGROUND

1.1 Geography and Demography

The Republic of Niger has an area of 1,267,000 square kilometres. In the north it borders on Algeria and Libya, in the east on the Republic of Chad, in the south on Nigeria and Benin, and in the west on Upper Volta and Mali. It has natural frontiers only in the south-east and south-west.

From south to north, the country is divided into three climatic zones:

The Sudanese zone has the highest rainfall of the country, 600 mm annually. At the south-western point, where the rainfall rises to 800 mm, the humidity is increasing. It is an agricultural region with fine shrub vegetation, and cultivation of millet, sorghum and groundnuts.

The Sahel zone, which is to the north of the Sudanese zone, receives 200 to 500 mm of rain annually. The humidity decreases towards the east and especially towards the north. The vegetation consists of prickly plants and acacias. The main occupation of the population is animal husbandry. This region gradually merges with the Saharan zone.

The Saharan zone, which is vast, covers all the rest of the country.

Altogether the climate of Niger is characterized by

- a very high average temperature;
- clearly separated seasons: a short season of rain from June to September, during which the rains bring some refreshment; and a long dry season, from October to May, with a cool period from December to February and a very hot period from April to May.

On the whole, the country has a relatively low elevation - except in the centre, where the highest point of the Aïr range, the Greboun, rises to 2,300 metres.

There is only one permanent river, the Niger, 500 kms long, the course of which lies in the west of the country.

The last census (1977) showed a population of 5,098,000, of which 2,583,895 were female, with a growth rate of 2.77 per cent.

These geographical and demographical factors will continue to influence the development of this vast country.

1.2 Administrative and Political Organisation

Important dates in the political life of Niger have been:

- 1956: The *loi cadre* (blueprint law) was made applicable to Niger by vote. A government led by Djibo Bakary, leader of the SAWABA party (Party of African Reassembly), was formed.
- 1958 (September): Referendum on membership in the Franco-African community. Seventy-eight per cent of the votes were in favour, and Mr. Diori Hamani became the leader of the Progressive Party of Niger.
- 1958 (18 December): Proclamation of the Republic.
- 1960 (3rd August): Proclamation of Independence.
- 1960 (8 November): Adoption of the Constitution.
- 1964 (5 November): Administrative reform creating, in the place of the former 16 *"cercles"*, 7 departments (Agadez-Diffa, Dosso, Maradi, Niamey, Tahoua, Zinder) divided into 35 districts plus 21 administrative stations responsible for the

administration of the nomadic zones, and 4 sectors with autonomous administration.

- 1970 (22 October): Legislative elections.
- 1974 (15 April): Military coup, suspension of the constitution and the National Assembly, and prohibition of all political organisations. Establishment of the Supreme Military Council, President of the Council: Lieutenant-Colonel Seyni Kountchè.
- 1980 (9 February): Adoption of the five year development plan (1979-1983).
- 1980 (18 March): First meeting at Niamey of the National Commission for establishment of the Niger Society of Development.

In March 1980, the Niger authorities decided to initiate a process of consultation and concerted action in order to lead the country back to a normal constitutional life. An extensive sensitisation and information campaign has since been conducted throughout the country. The objective has been to set up organisations, structures, and institutions of the Niger Society of Development by the end of 1982. These agencies range from the level of the village community to that of the nation, as follows:

(1) each village is organised as a *Village Cell of Development* with two main components: the production co-operative and the Samariya (youth organisation);

(2) all villages in a *"canton"*, i.e. the village development cells, are represented by delegates at the *Village Development Council* of the canton;

(3) at the district level, the delegates of the village development councils constitute the *District Development Council*. Other members of this Council are the delegates of socio-professional associations and representatives of the technical services who provide the staff;

(4) at the departmental level, the delegates of the District Development Council form the *Regional Development Council*. Participants in the work of this Council are the delegates of, among others, the fol-

lowing associations: The Niger Youth Organisation, the Islamic Association, the associations of the blind, the retired, the veterans, and others;

(5) at the national level, all delegates of the regional councils are represented on the *National Council of the Development Society* (CNSD). Other participants are members of the government and delegates of the ministries and national social organisations. The CNSD has the nature of a constituent assembly and is working out a draft constitution for the country.

The objectives of the Development Society are:

- to establish networks for consultation, co-ordination, and participation which will involve all the active forces of the country;
- to determine ways and means of endogenous development to be designed and implemented by the people of Niger in accordance with their history and their own character;
- to finalize the adoption of a constitution adapted to the life of the people of Niger;
- to democratize political life while striving for national unity.

1.3 The Educational System

Schooling was not introduced in Niger until 1932. It has developed slowly - and mainly in the urban centres. The disparity between the urban and rural areas is reflected in the following enrolment rates:

- 48.5 per cent in Niamey, and
- 17.9 per cent in Diffa in the east of the country.

The structure of the educational system gives an education of "long" duration which is not complete in itself but serves to prepare for subsequent studies. The system is still very selective. It consists of three successive stages:

Primary education. The duration is 6 years, including

- an introductory phase;
- a preparatory phase;

- two elementary phases (1st and 2nd year);
- two middle phases (1st and 2nd year).

Primary schooling leads to a final examination called Certificate of First Degree Studies (CFEPD). The best pupils holding this certificate are admitted to the second cycle, to the extent that places are available.

In the school year 1979-1980, 209,865 pupils, of which 74,570 were girls, were studying in the first degree cycle, public and private.

Secondary and technical education, in two cycles:

- first secondary cycle: 3 years, Certificate of First-Cycle-Studies (BEPC);
- second secondary cycle: 3 years, baccalauréat diploma, qualifying for university entrance.

About 29,620 pupils, of which 8,382 girls, were enrolled in secondary and technical education in 1979-1980. The teaching personnel in 1980 consisted of 6,626 teachers in the two cycles.

Technical education is the poor relative of the educational system. At present, Niger has only

- 1 technical school (Lycée technique);
- 1 technical college (Collége d'Enseignement technique).

Higher education is organised around the university, which includes:

- the School of Letters and Human Sciences of education in the arts;
- the College of Agronomy for the education of agriculturists;
- the College of Education for the preparation of educational counsellors; inspectors of primary and secondary education; and college, upper secondary, and teacher-training teachers;
- the College of Law and Economics for the education of lawyers, economists, and civil administrators.

In addition to the University, there are two research institutions:

- the Institute for Research in the Human Science (IRSH);
- the Institute for Research in Mathematics (IREM).

In 1982, the students studying at the University of Niamey numbered 2,500. The regular teaching staff numbered 172, of whom 66 are from Niger.

Vocational education. Complementing this formal system, twenty specialised vocational schools provide vocational education (mostly medium or higher level technical education) in the following fields: administration and finance, agriculture, animal husbandry, education, mines and industries, commerce, literacy, arts and crafts, health, police, and transport. The number of students attending these schools is 8,425.

All these schools recruit their students from the formal education system. In the 1979-1980 budget of the Ministry of National Education, 12,342 million CFA were allocated to education - 7,763 million to operational expenditure and 4,579 million to investments. Seventy-nine per cent of the operational budget is used for maintenance of the pupils, allowances and scholarships, school stationery, and teachers' salaries. The investment budget is used entirely for the construction of school infrastructures and equipment.

At independence in 1960, the government found itself confronted simultaneously with a very strong demand for education and a severe shortage of teachers. The intermediate plan of 1961-1963 marked the first effort - considerable at the time - to redress the situation of primary education.

In 1974 the National Commission for educational Reform and Planning was established. It submitted its first conclusions to the government in 1976. The implementation of the reform plan started in 1978 with the opening of 33 experimental schools.

Three orientations underlie the programmes of these schools:

- instruction in the national languages, with acquisition of literacy as the main object;
- introduction of productive work as a part of the school curriculum; and

- polytechnical instruction, two years shorter than in the traditional system.

2. THE PRESENT SITUATION OF LITERACY AND POST-LITERACY

2.1 History

Only two years after the attainment of independence (1962), a literacy project was introduced with the aid of Unesco. Since the first results were very encouraging, a literacy and adult education service was set up. Beginning in 1963-1964, large-scale action was taken, and 100 literacy centres were established.

Mass instruction in this phase of development is a ferment promoting the well-being and progress of the nation. The palpable results of literacy, an activity that is not directly productive, can only be assessed in terms of the response of the rural population to new techniques applied to development. Existing statistics indicate the - still negligible - impact of these efforts on the productive activities of the rural sector.

The objective was to establish the infrastructure necessary to attain within a reasonable time the threshold of non-return: 30 per cent literates. For this purpose 1,000 centres were to be opened during that period. But only 349 were actually set up, i.e. 116 per year, an implementation rate of 36 per cent.

In 1965, after two years of operation, the Literacy and Lifelong Education Service came up against the fundamental problem of the future of its literacy centres. "It is expected that the nucleus of instructed farmers will be sufficiently active at that time to maintain by its own efforts a centre of permanent activities in the village to teach the farmers reading and writing, to read themselves the publications that will be supplied to them and to disseminate their contents, and to discuss together the problems of the village community ..." This is how the four-year-plan for 1965-1968 outlined the programmes of the self-managed literacy centres. Evaluations at these centres have shown that the nucleus of literate adults does read the local papers published by the regional-level literacy service. These adults also opened a literacy centre for the illit-

erate farmers of the village. Sometimes the primary health-care workers and pharmacists are also chosen from this nucleus and trained.

2.2 Evolution of Literacy Strategies

Up to 1975, four approaches to literacy strategy could be distinguished:

- general literacy activities (both in rural and urban areas) designed to improve the general knowledge of adults through learning to read, write, and count. This often dogmatic and authoritarian approach has been abandoned;
- functional literacy in rural areas, largely linked to productivity projects, with the objective of acquisition of practical knowledge necessary to improve agricultural production. The advantage of this approach is that it leads to concrete achievements and is therefore highly motivating;
- functional literacy in urban areas, involving local industries, factories or companies. The aim is to provide the worker with the instruments required to assimilate a technical training adapted to his work place, with the corollary of obtaining a better output and consequently the possibility of promotion;
- post-literacy activities wherever an adequate intellectual potential makes it possible to establish a village library, rural newspapers, or revenue producing activities (collective fields, crafts or marketing products).

The experience gained in previous years has made it possible to work out a strategy in three stages. First, sensitisation, i.e. making the population aware of and alive to the advantages of literacy. Second, the literacy courses themselves, given by the agents of the service. And third, a consolidation phase.

The technical services (rural development, health, UNCC (National Union of Cooperatives)) participate in the entire operation. In the third stage particularly, they play an indispensable role. In fact, acquisition of literacy means not only learning to read, write, and count, but also, or even more so, enabling the adult masses to participate better in development operations. Thus literacy activities in rural environments tend

to emphasize the acquisition of knowledge for improving living conditions, modernising agricultural techniques, and promoting the co-operative movement.

In order to avoid a relapse into illiteracy and to foster retention of achievements, the service has established a network of regional and village newspapers and has developed post-literacy activities (the first elements of lifelong education). Three hundred and ten post-literacy centres and 45 village libraries have been created, and 37 village publications have appeared.

Current education as provided by the Literacy Service is based on a more functional approach in the widest sense of the term, i.e. literacy aiming to foster the development of adults in order to enable them to master their environment better and to transform it for their own purposes. This functionality thus has a multi-dimensional character and is conditioned by a degree of interdisciplinarity which requires the participation of all the services operating in rural areas in the literacy project. By intervening on the three levels of the social, economic, and political life of the adult, literacy activities thus establish a dialectical relationship with him: They become a means of raising his level of life, and he becomes a support of the literacy programme.

Finally, there is the method of literacy programmes in television. After an experimental phase in 1981, these have assumed a definite pattern in 1981. They are consecutively structured, and specialised centres have been created in various districts and villages, as well as at the level of the Samaryas. The methodology used follows the global pattern. These programmes will be more attractive, and considerable attention will be given to education.

2.3 The Literacy Languages

Currently Niger uses 5 national languages for literacy and post-literacy instruction: Hausa (49 per cent), Zarma (32 per cent), Tamasheq (11 per cent), Kanuri (5 per cent), and Fulfulde (3 per cent).

2.4 Concept and Objectives of Post-Literacy

As everywhere else, the problem of post-literacy in Niger has arisen out of literacy activities. The first results of the

latter have revealed the need for judicious utilisation of the knowledge acquired by neo-literates. A consolidation of these acquisitions has proved to be indispensable.

Indeed, the problems of post-literacy cannot be realistically analyzed unless they are related to the initial literacy activities. As a concept, post-literacy is, in fact, simply another form of literacy. It is, therefore, unfortunate that the term "post-literacy" has a retrospective rather than a prospective connotation. It would be better to speak of "lifelong education". But lifelong aducation itself should be conceived in the framework of a global action aiming primarily at furnishing the men and women of Niger with methodological instruments which will enable them to acquire the knowledge necessary for their full development within Niger society.

Moreover, post-literacy education as lifelong education has to take place within existing structures and in relation to national objectives. The lifelong education centre should be conceived as "a village institution for social and economic advancement. It should enable literates, those who have been schooled and all members of the village community to benefit from a training in order to carry out educational and development activities". This definition given by the national seminar for literacy agents in 1979 has made it possible to define the framework for all post-literacy activities.

2.5 Evolution of Lifelong Education Centres (FEP) and Their Objectives

The results of several evaluations demonstrated the need for the Literacy and Lifelong Education Service to revitalise and consolidate its post-literacy activities. When the five-year-plan for 1979-1983 was drafted, the Literacy Headquarters made the establishment of "Lifelong Education Centres" (FEP) its priority objective in the field of post-literacy and lifelong education. FEPs have replaced:

- the "post-literay centres", which accentuate one particular level (that of people who have already become literate) and link the activities with this category only and with literacy service alone;
- the "self-managed centres", which accentuate one particular - and in fact rarely accomplished - mode of management.

In its orientation, its structure, and the contents of its programme the Lifelong Education Centre (FEP) must be integrated into the village community. This requires that the following objectives be met:

- the educational programmes should be oriented towards the acquisition of knowledge necessary for the growth of agricultural and industrial production;
- they should provide knowledge of the means, techniques, and methods of improving the sanitary conditions of the people and their animals;
- in the perspective of self-management of property, the lifelong education centre helps the people to learn methods of management, marketing, and reorganisation of local markets to improve the farmers' incomes; and
- the FEP be also a centre of education and training where the conditions necessary for cultural, individual, and collective advancement can be created in co-operation with other existing institutions concerned with education in and out of school.

2.6 The Participants

The *target group* includes:

- all adults who have attended a literacy centre during two successive literacy campaigns;
- adults who have reached level 5-6 on the tests carried out at the end of the campaign;
- adults who have become literate and are involved in co-operative activities, especially those who have received a basic training in the technical improvement centres of the Ministry of Rural Development;
- agriculturists trained in the training centres for young agriculturists (CFJA), who constitute the network of disseminators of modern agricultural techniques;
- the members of the socio-professional organisations and youth organisations (Samarya), most of whom are schooled;
- in urban centres, workers belonging to semi-public or private societies set up in the national territory, whose education might enable them to improve their working conditions.

Obviously the diversity of this target population calls for a special organisation of the literacy service, as well as for a multi-disciplinary approach. This requires the effective participation of the technical services concerned with the types of activity carried out by the adults. In every case, the starting point remains the same:

- at the level of a village community or a society, a nucleus of five literate adults with a capacity for animation are selected. These are intended to act as the driving force for post-literacy and lifelong education activities. Around this nucleus, training and improvement facilities will be developed, as well as socio-economic and cultural activities.

2.7 Coordination of the Programmes

For the sake of efficiency and harmonization, the development of literacy and post-literacy strategies has to be coordinated. Niger has, therefore, developed and established coordination agencies on the regional, departmental, and national levels.

Every year, the plan for the future campaign is discussed by a ten-day national seminar, attended by some 92 literacy experts, on the preparation of the campaign. In the course of this seminar, the broad lines and general orientations are defined in accordance with the budget allocated to literacy activities.

In the fiscal year 1981, for example, the Literacy and Lifelong Education Directorate received budget allocations as follows:

	Million CFA
- operation of the centres	23
- training (CFCA)	28
- operation of the service	8.5
- literacy programmes on television	120
- educational material	7.5
- maintenance of vehicles	4.5
Total	191.5

This budget did not include the expenditure for personnel. Substantial aid was provided by external sources; in 1981 it amounted to some 209 million CFA. Further, the government contributed through the National Investment Fund over 79 million CFA for the establishment of infrastructures (buildings, printing works, etc.).

The following problems are reviewed at the annual national seminars:

- assessment of the previous campaign;
- quantitative and qualitative study of the results obtained;
- evaluation and statistics;
- preparation of the campaign
  - number of centres to be opened
  - training of the teachers
  - financial problems
  - methodology
  - priorities and special activities
  - administrative and personnel problems.

The department-level seminars for launching the campaign are held in the seven regions in order to examine the local planning of the campaign month by month. These very important meetings are chaired by a technical departmental committee (COTEDEP) set up by the authorities of the department. All technical services and representatives of the village literacy committees are invited to participate. It is at these meetings that the definitive planning of literacy and post-literacy activities is done. At the end of the campaign, COTEDEP also makes the first evaluations. Throughout the campaign, the National Bureau of Evaluation keeps a record of the progress of the campaign and of the actions of the Literacy Directorate so that all the programmes can be coordinated.

3. SPECIFIC LEARNING STRATEGIES FOR POST-LITERACY

3.1 Post-Literacy Teaching Material

Types of Material

(1) *Consolidation material*

This includes all teaching materials designed to prevent a relapse of neo-literates into illiteracy. It also includes practice material enabling the adult to evaluate his knowledge himself, as well as reading material, exercise books, arithmetic booklets, and games (involving words, food, etc.). This type of material comprises:

- booklets on general educational themes: civics, knowledge of the country, traffic, family identity card, working regulations, civic matters, etc.;
- revision booklets on courses attended, with questions or tests; to answer them the adult may refer to the relevant chapter;
- collections of tales, news, mythology;
- books on the history of the country and the region;
- illustrated books with empty pages, on which the adult may write his own version of the content of the illustration or picture;
- books with graded writing exercises;
- arithmetic books with exercises on the four operations and verbal problems;
- a booklet with word games;
- village newspapers produced by the village and the other village centres, the regional newspaper produced by the Literacy Board of Control, and the national newspaper, *Gangaa* (published by the information service in the capital);
- in certain regions, booklets published by neighbouring countries (Nigeria, Mali, and

Upper Volta) using the same cross-frontier languages;

- a large number of tests for different levels, with which the achievements attained can be assessed at any time;
- finally, there is *games material* of various kinds bearing upon the didactic elements of learning or on marketing. This material, as well as the newspapers, is quite common.

(2) *Technical and occupational training material*

Seventy per cent of this material concerns agricultural activities;
Twenty per cent deals with social problems (health, education, literacy); and
Ten per cent is devoted to industrial work (small and medium-size industries).

This proportion corresponds to the target population of literacy and lifelong education activities, 90 per cent of which is rural. The material is of a technical nature providing the neo-literate with simple information indispensable to his occupational work. In general, these booklets are submitted to the relevant services before they are published by the National Headquarters. They sum up the basic techniques to be used and the precautions that have to be taken to assure a minimum of success of the operation. Where the rural population is concerned, the post-literacy and continuing education activities within the framework of the FEPs are intended for young farmers trained in rural development agencies. These are:

- Rural Advancement Centre (CPR)
- Technical Improvement Centre (CPT)
- Training Centre for Young Farmers (CFJA)
- Training Centre for Young Livestock Farmers (CFJE)
- Lifelong Education Centre CEP).

These young people (30 married couples) live together in these various centres and receive a nine-

month comprehensive education in the techniques of agriculture, animal husbandry, and cooperative work. This training is provided by the literacy agencies. It is intensive, and when the couples return to their respective villages, they serve as extension workers and also as literacy instructors of FEP animators. These courses deal with the following areas:

- Agriculture: millet, sorghum, corn, niébé, groundnuts, cotton, market gardening;
- Animal husbandry: the red goat of Maradi; reconstitution of livestock; fight against diseases: anthrax, rinderpest, etc.;
- Marketing: the market, rebates, the cooperative, taxes, the National Agricultural Credit Bank, etc.;
- Health: the dispensary, the midwife, the first-aid-worker; measles, diarrhoea, malaria; hygiene (with respect to the person, clothing and land);
- Education: the school, the teacher's role, the parents' role;
- Literacy: learning to learn, learning to live better, knowledge of how to live better, the FEP;
- Industry: car mechanics, textiles, the 4-stroke-engine, the motor-cycle, etc.; trading licences, taxes, customs duty.

Levels of Production

As has already been stated, the Lifelong Education Centre, within which the activities concerning post-literacy and continuing education of adults are developed, is designed as a flexible structure that grows like a tree, progressively developing its branches and seeking to respond to what those concerned feel to be priority needs as they arise. Although such a structure should be *self-financing*, it implies the participation of the other

technical services, even if literacy is the main objective. The material for learning the post-literacy and continuing education techniques is usually prepared at three levels:

1st level - National Headquarters and Training Centre for Literacy Personnel (CFCA)

The Educational Bureau of the Literacy and Lifelong Education Headquarters is legally responsible for preparing teaching material in co-operation with the Literacy Board of Control and the CFCA. The initial procedure includes the following stages:

- the control board supervising the centres states its needs;
- the trainees of the CFCA conduct surveys to collect themes;
- a draft list of material is drawn up by the trainees of the centre with the assistance of the staff;
- this draft list is submitted to the Educational Bureau, which returns it to the CFCA for implementation after experimentation;
- the production section of the service is in charge of publication and dissemination.

2nd level - Literacy Board of Control of the department

The same action pattern is applied by the thirteen regional boards of control and the seven boards of control of the department. Three of these are equipped with offset printing facilities to cover the needs of the country. Copies of the material are sent to the National Headquarters. At this level, the literate adults also participate in preparing the teaching material.

3rd level - The village FEP

Here the animators of the FEP and the instructors at the centres themselves write their contributions to the local paper on stencils and duplicate them. These texts generally keep to the village level, except for articles to be sent to the Board of Control for insertion in the regional newspaper.

3.2 Some Learning Strategies for Post-literacy

The learning techniques in the field of post-literacy have been discussed in Niger at several conferences, seminars and meetings on a national level. In cooperation with the Regional Office of Unesco for Education in Africa (BREDA), Niger organised in 1979 an operational seminar on post-literacy, in which 40 delegates from 23 countries participated. Since then, the Literacy and Lifelong Education Headquarters has developed and adapted various strategies in this field. The following will be examined from the point of view of learning strategies:

- the rural newspaper in Niger;
- the village libraries; and
- games.

The Lifelong Education Centre (FEP) will also be specifically discussed as a single institution using a variety of learning strategies.

a. Rural newspapers

The first rural newspaper in Niger was created in 1965 at Chadakori, in the Department of Maradi (in the centre of the country). It is published in the Hausa language. But the organisational structures were not set up until 1971. In order to resolve the problems relating to the use of newspapers, a national seminar held in 1977 at Tillabéri in the west of the country brought together the people responsible for literacy, information, and the technical services. From that year onwards, a definitive pattern or rural newspapers has been developed.

Context

In its historical development, the main objective of rural papers was to *codify* the technical advice concerning particular operations: use of fertilisers, sowing density, etc. Thus the literate adult receives constant information which he can share with others. Next, the newspaper was to serve as a link between the villagers of a region, who traditionally meet at the weekly market. It seemed necessary, therefore, to go even further and give the neighbouring villages a possibility of expressing themselves. In 1982, Niger has 133 village newspapers, 13 regional ones, and a national paper.

Target Population

The rural press finds its readers among:

- the neo-literate adults who go to the literacy centres and have attended courses for not less than 9 months;
- the adults being trained in the rural advancement centres or in the technical improvement centres;
- the young farmers who are already schooled and have taken part in intensive literacy courses;
- the animators of the Lifelong Education Centres;
- the adults who subscribe to the village libraries;
- the Technical Service personnel trained to transcribe national languages;
- those responsible for production and marketing co-operation (chairman, secretary, personnel to operate weighing scales, treasurer, cashier);
- those responsible for Samaryas (youth organisation): head, secretary, people in charge of various activities) - most of whom are already literate;
- the women who have attended CPTs and CPRs and are active in the women's association;
- the administrative authorities familiar with sensitisation and information;
- the midwives and health workers of the village and the people in charge of village pharmacies.

Objectives

- To inform literate adults and arouse their interest in agricultural or health themes and in subjects relating to development and to the social and political life in their village, the region, and the country;
- to stimulate the neo-literates' desire to read and write by offering them topical, interesting and attractive reading material and to continue their education;
- to serve as a forum for a dialogue among the readers themselves and between the readers and the administration, technical services, and all others who have a contribution to make;

- to consolidate the knowledge acquired and preserve it at the village libraries.

Examples of Newspapers

Rural newspapers in Niger form a certain hierarchy, with village papers on the first level, regional papers on the second, and national papers on the third level. In the following, each of these levels will be successively examined.

(1) *The village newspaper*

- *Context:* Five villages with at least three literacy centres between them are considered to be "members" of a village newspaper. This obliges them to send in articles. The chief village of the canton is called a "central village"; here the material for the production of the newspaper is stored. This central village receives articles from the(three to five) other villages and also writes its own. These articles consist of:
  - accounts of ceremonies (weddings, baptisms, festivals, funerals, etc.);
  - descriptions of special happenings (accidents, bush fires, visits, etc.);
  - accounts of meetings organised by the village chief or by a technical service;
  - tales and puzzles.
- *Presentation:* Two sheets, format 21 x 29,7 cm, printed on one side, letter size same as on manuscript. Elementary level of language, simple sentences not exceeding four lines. Printing is by the silk-screen method. There are no illustrations.
- *Organisation and production:* Three persons are engaged in the production of the village newspaper:
  - the technician looking after the printing materials;
  - the editorial committee consisting of the head of the village or canton and the instructor at the literacy centre. They read and correct the articles coming from the

member villages and make a selection in which each village is represented by one article. Another criterion for selection is the absence of personal attack, falsehood, and social or other conflict.

- *Editing* is done by the instructor of the centre, and the person in charge of the newspaper writes and prints the texts. The newspaper always bears the name of the central village. The articles are not signed.
- *Publicity and motivation:* There is no publicity. Motivation manifests itself in the letters to the editor asking for information on technical questions, or for the printing of a message to a relative in the next village.
- *Sales price:* The paper is free of cost.
- *Distribution:* On market day, the paper is given to the villagers enrolled in the centre, who take it home.
- *Field of action and use:* Normally 30 to 40 copies, one for each student, are printed. It becomes their property, and often they get together with 3 or 4 other persons and read the contents to them.
- *Production cost:* The limograph, stencils, paper, and ink are provided by the literacy service. The national cost of a village newspaper is estimated at 8,500 CFA.
- *Linkage with other programmes:* The village newspaper serves primarily to consolidate acquired knowledge, and the articles it contains feed the regional newspaper.
- *Evaluation:* In 1979, three members of the team training literacy personnel undertook an evaluation of ten village newspapers from the points of view of contents and utilisation.

(2) *"Jine Koy Yan" - A regional newspaper*

- *Context:* The Zarma words *Jine Koy Yan* mean "going ahead, making progress". This is a rural communication medium, prepared and published by the Regional Literacy Board of Control at Tillabéri. It is printed

on double sheets of four pages each, size 21 x 29. The number of pages varies. Each page has two columns, and the whole paper is divided by headings and sub-headings. It was created in 1965, and up to June 1971, 350 copies were printed by the roneo process in the format 21 x 29. The number of pages varied from 4 to 6, according to the importance of the messages to be communicated to the various groups of readers. Since June 1979, from No. 18 onwards, *Jine Koy Yan* has, thanks to Swiss aid, changed its form, content, and organisation. Five hundred copies are now printed in offset, and its impact is such that it is now intended to print 700 or even 1,000 copies.

- *Target population:* All villages which send in articles and all neo-literates.
- *Objectives:* Like all printed media, this newspaper fulfils the following functions:
  - news
  - education
  - recreation.

  The general policy is based on dialogue between the various social strata of the country:
  - promotion of the national languages;
  - consolidation of the knowledge acquired by neo-literate farmers;
  - creation of awareness about national development activities;
  - mobilisation of human resources;
  - providing educational material for instruction in national languages;
  - conservation of elements of oral tradition.
- *Presentation: Jine Koy Yan* is divided into two main parts:
  - the headline, which reflects the socio-economic activities of the region, viz. agriculture as the essential economic base, the rice cultivation (practised in the whole river valley and especially in the island zones), fishing (a daily occupation of the

population), animal husbandry in the northern part of the region; and the name of the paper in big characters;

- general details: number, year, and price of the paper; the staff; a list of contents.

- *Content:* An analysis of the issue No. 23 of *Jine Koy Yaŋ*.
  - *Regional news: central level of the Regional Board of Control:*
    - *Meetings* of the technical services in the Technical Committee of the district (COTEAR);
    - *Training* of self-managing village-level groups, consisting of literacy instructors, village health workers, and midwives. The content of this training programme:
      - teacher training workshop;
      - operation public health;
      - election of a new Imam for the town of Tillabéri;
      - visit by the President of Niger in connection with a new hydro-agricultural project for the district;
      - election of a new village chief;
      - teacher trade-union meeting. The teachers should be exhorted to take more interest in reading the newspaper in order to deepen their concern for the promotion of the national languages.
    - *Village news:* This is selected from the village newspapers and also from articles sent in by instructors at literacy centres who serve as correspondents for the paper. The network of communicators also includes some readers who become voluntary correspondents. As an example from all the news items supplied for a particular issue, the following were selected as being of interest to the readers:
      - the post-literacy seminar held in Sona, central village of the village newspaper

Boŋ Kanay (Fortunate to be in a Co-operative");
- the meeting of rice growers in Daikaina, central village of the newspaper *Boŋ Ferray* ("Being Open-Minded");
- the meeting of members of co-operatives for the purpose of evaluating the campaign *jaja* ("Growing More Food");
- the public broadcast from the radio club at Daibēri.

Two further items of village news were:

- the niēbē harvest at the end of the campaign for the swamp project of Gaigorou (by the instructor);
- legalisation of marriages in a canton of the district (from a reader).

- *National and international news:* In the field of news and politics, the newspaper made the following selection (example):
  - visit of President Aristide Pēreira of Cap Vert to Niger;
  - meeting of the Heads of State of Niger, Togo, and Upper Volta at Bobo-Dioulasso in Upper Volta;
  - working and information visit of the Niger Minister of Youth, Sports, and Culture to the interior of the country to establish new development societies;
  - sub-regional workshop on post-literacy in Niger.
- *Humour and recreation:* Between the national news and the other sections, one called "Humour" is inserted, and following the section of readers' letters, the paper carries a number of riddles and answers to previous inquiries. The page of oral tradition was illustrated by a story of the fox and the dog. In addition to some entertaining aspects of oral tradition, such as riddles, No. 23 devoted one page to another form of recreation which is also instructive and helps to consolidate the knowledge acquired: crosswords.

- *Notice and announcements:* On page 10, a communiqué advises the instructors to ask the people to show a civic spirit by repairing the centres before the rainy season. A second communiqué on page 14 informs the readers of a change that will be made on the first page of the monthly. The same page reports the results of the last national lottery draw.

  In addition to the notice on page 2, there are others relating to the search for knowledge. These are at the same time publicity for the paper.

- *Education section:* This section comprises educational themes submitted either by the technical services or by farmers interested in certain educational subjects. Thus No.23 of *Jine Koy Yan* carried an article on education entitled "Ignorance is a disease". To illustrate his theme, the author tells the story of two households, one educated and the other uneducated. His aim is to encourage people to learn and also to let their children learn.

  A second topic dealt with in this issue concerned the dissemination of technical know-how involved in the reorganisation of co-operatives in connection with the establishment of future development societies. This new pattern will be one of the basic cells of development of village society in Niger.

- *Arts section:* In the women's pages there was a summary of a film of a theatre performance organised by the local women's association. It dealt with three themes:

  - a pretentious trader;
  - the financial waste at wedding and baptising ceremonies, and
  - a folk ballet of bygone times.

  Also contained in the arts section were reports on intermural sports events for boys and girls, and, in order to support the preservation of the national heritage, in-

struction in tam-tam dancing for the pupils in secondary cycle establishments.

- *Culture section:* With regard to culture, *Jine Koy Yan* concentrates on the preservation of Niger's oral tradition. One of the fundamental objectives which *Jine Koy Yan* has set itself is the establishment of a permanent dialogue between the various social strata of the country. It wants to create a link between the rural milieu and the centres of socio-economic and socio-cultural decision-making in order to end the mutual mistrust of authorities and farmers, a leftover from colonial times. This objective fits in with the major development goals of the government of Niger, in particular with that of participatory development through concertation and consultation. However, few of the mass media reach the majority of the Niger population, except for the Voice of Sahel (the national broadcasting service) and the broadcasts of the radio clubs, which offer the rural people an opportunity of expressing their views.
- *Other:* In addition to the above, other subjects are also included.

- *Production and costs of production:* The material collected in the course of the month is studied by the team and then translated and typed. After correction, amendment, and adjustment, the matrix is arranged in two columns of text plus photos and illustrations, prepared, and passed on to the printing room, where it is photographed. Then the films and the photos are mounted. After correction and inking, an impression is made on the plate and 700 to 1,000 copies are printed on the offset machine. Finally, the pages are assembled and the finished newspaper is sent to its various destinations.

The budget estimate of the unit cost of the regional newspaper shows two categories of cost:

- for offset 13,000 CFA;
- for roneo 9,000 CFA.

- *Illustrations:* Since photographs themselves constitute a news item on their own, as it were, their publication in an article of the paper is of great importance. The editors have received a large number of letters from all quarters which stress the importance of photographs for the progress of the paper. One correspondent even claimed that the publication of photographs strengthened confidence, for they enabled the farmers and officers of the Literacy Service to get to know each other even without meeting.

- *Structure, organisation and editorial office:* The editing of the newspaper is carried out by an editorial team composed of the staff of the Literacy Service and the local representative of the Ministry of Information. The group collects, edits, and publishes the paper. This group is headed by an editor-in-chief, who is in charge of the general administration of the paper. This role has been handed over to the person in charge at the Regional Inspection of the Literacy Service. He is assisted by an editorial team of which each member has a specific role in the editing of the paper:

    - a reporter collects material for the paper and takes the photographs. This function is carried out by the local press correspondent who represents the Ministry of Information;
    - a translator (deputy regional head of the service), who translates the text into Zarma;
    - a printer (agent of the Swiss Cooperation Agency);
    - an offset helper;
    - a designer;
    - a typist.

- *Publicity and motivation:* There is no publicity; to some extent motivation is created through encour-

agement to write articles for the paper, to read, etc.

- *Sales price:* 50 CFA.
- *Distribution: Jine Koy Yay* is distributed to:
    - 46 literacy centres within the regional board of control area;
    - the central and regional technical services in the district;
    - subscribers in the town of Tillabéri;
    - all ministries;
    - national and international organisations and subscribers abroad;
    - all regional literacy boards of control in the country;
    - some copies are kept in the archives of the service.
- *Impact and use:* The interest aroused by the column "Readers' letters" reflects the impact of the paper on the rural population. The important role it now plays in these areas is shown by:
    - the desire of illiterates to learn the transcription in order to be able to read this correspondence;
    - the increase in the number of copies printed from 350 at the start, to 500, then to 700 (at present) and to 1,000 for the coming issues.

  When the paper is due to appear, the readers of longest standing flock to the offices to buy a copy. Any delay in publication causes a flood of letters from the readers and many questions to each member of the team as to the cause of the delay.
- *Linkage with other programmes:* Within the framework of post-literacy activities, the regional newspaper achieves the following results:
    - elimination of the farmers' mistrust of the establishment and the latters' superiority complex vis-à-vis the rural population;

- improvement of the know-how of the rural population and of their desire to advance, and familiarisation of the farmers with new techniques;
- correction of the experts' preconceived ideas about the rural population;
- deeper knowledge of the rural world in order to revise earlier studies made in the region;
- preservation in writing of the whole oral tradition to safeguard the cultural heritage and the richness of usages and customs.

- *Evaluation:* The feedback of the rural newspaper establishes a two-way relationship between the paper and its readers. It encourages the readers to express themselves in its columns and so to participate, directly and effectively, in shaping the content of their organ of information, education, and entertainment. The readers write letters protesting, approving, suggesting changes, and putting questions to the technical services, which have to reply to them through the same channel.

(3) *The national newspaper: "Gangaa"*

- *Context: Gangaa* was created in 1968 and has developed since then. In 1973, it assumed its present format. After first appearing once every three months, it now appears once every two months and will soon become a monthly paper.
- *Target Population:* All adults enrolled in literacy centres and members of all technical services operating in rural zones.
- *Objectives:*
  - to inform and sensitize the population;
  - to arouse a desire for reading and learning the transcription of the national languages;
  - to serve as a platform for dialogue between all participants in literacy activities.
- *Presentation:* Eight to ten pages in offset, with type

size ranging from 10 to 20. Photos, drawings and charts. Texts in the five national languages and the official language (French) on a simply, easily understandable linguistic level and without complicated grammar.

- *Content and organisation:* The contents of the paper is based on articles taken from the regional newspapers and edited at the National Headquarters. The matrix is produced by the Literacy Production Service and sent to the National Printing Works by the Ministry of Information, which distributes the paper.
- *Editorial work:* The articles are edited by the Literacy Service, in particular by language specialists.
- *Sales price:* 50 CFA.
- *Distribution:* Through the information service to all its subscribers, through the Literacy Headquarters to all departmental and regional inspectorates, and through these to all literacy centres.
- *Purpose and utilisation: Gangaa* provides supplementary reading material. Readers often use it to try writing in French.
- *Production cost:* about 18,000 CFA.
- *Linkage with other programmes:* The main role of *Gangaa* is to offer information and recreation rather than learning material.
- *Evaluation:* The educational impact of the paper has not yet been evaluated.

b. Village libraries and reading clubs

One of the first post-literacy operations undertaken in Niger since 1973 was the use of village libraries as indispensable instruments for the consolidation of the knowledge acquired and for cultural stimulation in the village by way of reading clubs. Agreements between the Literacy Service and the villages stipulate that such a club be attached to every library and that every book read be summarised by the reader for fellow villagers.

Users

Visits are limited. Only literate adults or those who have completed one year of literacy are authorized to borrow books. The library is generally kept open from 2 to 6 p.m.

Objectives and Use

The village library has three major objectives:

- to prevent relapse into illiteracy;
- to consolidate achievements by providing the neo-literates with reading material;
- to support the retention of the technical knowledge that has been disseminated.

It is customary to link the reading activities with a reading club and an exchange of ideas. Every booklet that has been read must be summarized for the other members of the Literacy Centre.

Organisation and Management

The library is set up in a village. It is managed by a literate adult elected by his peers. The establishment of the library is regulated by a contract on the following terms:

- Contribution of the service:
    - training in running a library and a reading club;
    - free supply of reading material (20 booklets and 10 brochures);
    - supply of a cash box with padlock and a loan register;
    - supply of new or replaced books at a constant price.
- Contribution of the village:
    - appointment of the people to be in charge;
    - care of the books supplied, keeping of the register;
    - purchase of the books to replace worn or lost ones (subscription system).

This contract gives responsibility to the people and

makes them realise that books are valuable. The major problem for the libraries is the frequent stock renewal.

The box in which the books are kept also contains:

- a register showing how often a book has been borrowed, and by whom;
- lending vouchers with the title of the book, the author's name, the dates of lending and return, and the name of the reader;
- forms to be filled by the borrowers.

Training of the Librarian

The librarian is a literate adult. Nominated by the others, he feels the weight of his responsibilities.

The training takes two weeks. It is practical and includes:

- arrangement of books by subjects;
- making out vouchers and keeping a card index;
- practical training in "how to keep the register and the lending vouchers";
- care of the books;
- discussion on how to use the small cashbox for reimbursement for lost books;
- the organisation of reading clubs (how to teach readers to summarize the contents of a book orally and to use question-and-answer technique);
- keeping a calendar of reading club meetings;
- organisation of reading tests.

Location, Equipment and Stock

The library is installed either in the animator's house or at the Literacy Centre.

The equipment consists of a wooden or metal box with a padlock.

Available stock of each library: 20 booklets and 10 brochures:

- brochures on general educational themes: civics, knowledge of the country, traffic regulations, family identity card, work code, regulations regarding birth, marriage, etc.;
- booklets for revision of courses, with test questions and references to the relevant chapters which will help the reader to answer the questions;
- collections of stories, news, mythological tales;
- books on the history of the country and the region;
- picture books with blank pages on which the reader may describe the content of the picture or illustration;
- work books of increasing difficulty on writing;
- arithmetic exercise books on the four operations and problems to solve;
- a brochure with games concerning word-compositions;
- village newspapers produced by the village and the other central villages, the regional newspaper produced by the Literacy Inspectorate, and the national newspaper *Gangaa* produced by the Information Service in the capital;
- in some regions, there are also brochures produced by the neighbouring countries (Nigeria, Mali, and Upper Volta) where the same cross-border languages are spoken;
- finally, a large number of tests of varying difficulty with which the level of achievement reached can be measured at any time.

Publicity and Motivation

The fact that readers borrow more books on entertaining themes (stories and legends, proverbs, humouristic subjects) than on technical ones indicates that the main motivation for reading is a desire for recreation.

Costs and Financial Resources

A village library costs about 27,000 CFA (including box and padlock). For any book lost the adult has to pay 500 CFA. Sometimes, when there are not enough copies of a book, the adults pay a deposit of 100 CFA.

Evaluation

The impact of the libraries in regard to reinforcement of reading capacities has not yet been evaluated. However, from the rate at which books have to be replaced (once a year), it may be concluded that the adults greatly appreciate the library facilities.

c. Games

The introduction of games into post-literacy activities has proved very beneficial. The reading games are amusing and are therefore played frequently.

Context

Games material was introduced in 1979, following an international seminar on post-literacy in Niamey organised by Unesco. It had been found that reading from the blackboard or from booklets becomes too mechanical. Games have the advantage of making the learners really think and search for solutions. There are at present five games being used in Niger, three of them based on traditional games and two adapted from European ones.

Target Population

The games are intended for all literate adults, regardless of whether they attend educational centres, and for students at literacy centres who have reached the fourth reading level (six months after the start of the courses).

Objectives

The major objectives of this learning strategy are the following:

- construction of complex sentences;
- reading aloud;
- consolidation of reading achievements;
- strengthening of reflection and discernment in reasoning.

Pattern

The games are collective, with a maximum of four to six

players. Each player receives his cards and takes his turn in playing.

Type

The game is not spontaneous and is organised by the animator of the centre. It lasts roughly an hour on the average.

Preparation

The animator explains the rules of the game. First he selects two persons for a trial run, and then organises the groups, composed of not more than three persons, and supervises the games. Each adult winner withdraws.

Distribution

The rules are presented in a booklet, with each Literacy Inspectorate spreading the game known in its zone. The sets of games (i.e. cards) are offered to the literacy instructors free of charge.

Evaluation

Although games have been used as a learning method for three years, no formal evaluation of their effectiveness has been undertaken. However, they have been found to be an entertaining learning activity.

Annex 1 gives an example: the Game of seven families.

d. Special programmes to meet particular needs

The programmes of the Lifelong Education Centres (FEP), which are designed to organise learning and exchanges of experience, may be considered as means of increasing the neo-literate's readiness to participate in the development of his village and community.

On the operational level, the stablishment of the FEP has involved preparatory actions, the most important of which are:

- identification of the main interests of the pupulation concerned by means of enquiries;
- defining special post-literacy methods for each sector of development and production;

- establishment of interesting newspapers and of liaison;
- provision of an adequate amount of teaching and dissemination material;
- establishment of short-term functional education units;
- integration of games and entertaining features into the learning and improvement materials;
- practice of a motivating, non-school pedagogy;
- rigorous and judicious selection of instructors.

It is on these lines that the Literacy and Lifelong Education Service decided, after a year of research, to launch the initial programme of the Lifelong Education Centre (FEP) in October, 1978.

Type of Courses, Population and Participating Organisations

Once the educational needs and the economic activities of an area have been established, a report is sent to the technical services whose cooperation is required (health, agriculture, waterways and forestry, fisheries, animal husbandry, UNCC (National Union of Cooperatives), etc.). Then a number of technical and educational sheets, as well as the necessary booklets and guides, are prepared. The preparatory programme comprises 11 subjects:

- winter crops
- dry season crops
- arboriculture
- ecology
- mechanisation of agriculture
- water and drainage
- marketing of agricultural products
- cooperative activities
- prevention of illnesses (nutrition)
- rural exodus
- organisation of the community and the role of the FEP.

These 11 subjects are sub-divided into 24 items. For each of these, an educational sheet gives an outline of the lesson and the material to be used. It summarises the salient points of the "discussions" and activities that the villagers can engage in.

Introduction and preparing Programmes

(1) *Sensitisation*

According to the zone concerned and the resources available to the regional or local literacy service, this may require several months. At the same time, an environment study is conducted in order to determine precisely the economic potential of the villages and to select appropriate activites.

At the end of this stage, a *contract* is drawn up.

(2) *The contract*

This lays down the responsibilities and duties of the two partners (i.e. the village community represented by the village committee, and the state represented by the Literacy Service). Frequently, the contract stipulates that the contribution of the village (designation of the participants, construction of the shed, and provision of materials needed for the initial activities) must be made before the activities start.

(3) *Training of the FEP animators*

The Literacy Service takes charge of the five animators designated by each village and trains them. The training programme, which lasts four weeks, deals, among other things, with reinforcing what has been acquired: techniques for stimulation and running a radio club; youth activities, Samarya; newspapers, etc.

(4) *Training of instructors*

From the five literate adults, the one who possesses particular pedagogical skills is selected to become the instructor at the literacy centre, for every FEP village should have a literacy centre in which the illiterate adolescents and adults can acquire a basic knowledge of reading, writing, and arithmetic.

(5) *Establishment of village libraries and reading clubs*

One of the animators receives training in keeping loan registers, repairing books, and organising reading clubs.

(6) *Establishment of the village newspaper*

The instructor of the literacy centre is responsible for the village newspaper, and the other animators take part in writing articles.

(7) *Evaluation of the preparatory programme and extension of activities*

The Literacy Service evaluates the FEP activities, usually nine months after they have started. This participatory evaluation makes it possible to ascertain the implementation of the programme as a whole. The evaluation is done on three levels: educational, Socio-economic (to determine the impact of the programme on the village and its immediate environment), and evaluation of the activities of the literacy service itself.

4. CONCLUSIONS AND SUGGESTIONS

This case study of an FEP has enabled a systematic catalogue to be drawn up of the procedures used in post-literacy. It should be recalled that the establishment of the FEPs falls within the new orientation for development decided upon by the government of Niger. The state's aim in this area is to achieve self-development by each village community taking responsibility for its own development within a relatively short space of time. The objective of self-sufficiency in foodstuffs demands that the farmers be organised and trained and that they understand the government's policy in order to be able to participate in it.

The difficulties encountered by the FEP project necessarily arise from its experimental character; it is a relatively recent venture and needs time to mature. To eliminate the present bottlenecks, it seems urgently necessary to take the following actions:

- sensitisation of the technical and administrative personnel;
- effective co-operation with the other services operating in the rural world;
- harmonisation of strategies at the level of zones;

- coordination of training courses, including training of educators - especially when they pursue complementary objectives.

The lesson to be drawn from this project is, in the opinion of this author, that the experience of Niger in the field of general principles and methodology might be useful to other countries. However, certain prerequisites must first be ensured.

4.1 Communication

To facilitate a real dialogue between officials and farmers, it seems necessary:

- that the literacy method employed create awareness, i.e. that it enable the villagers to discuss the problems of their community collectively;
- that a decentralised newspaper in the local language become the spokespiece of the local population, and that the technical and administrative services concerned answer the questions raised and so broaden the discussion. This implies a knowledge of the local language, both oral and written;
- that those in charge of a lifelong education project have frequent and prolonged contact with the villages involved.

4.2 Strategy for Implementation

In zones where literacy activities have been few, FEP centres should be established in villages answering the following criteria:

- accessibility;
- possibility of remunerative activities in the dry season;
- stable active population;
- an instructor belonging to the village;
- village participation in the running costs;
- previous community actions showing the degree of involvement of the village.

4.3 Village Structures

Too much haste in setting up an organisation may have a stifling effect. However well the people in charge of the project may know the milieu, and however carefully they may have prepared the ground, one can rarely be sure that the villagers have really understood the objectives of the project and its implications. There is always a risk that they may nominate for responsible positions people who merely enjoy some prominence or who are incompetent, and who will be difficult to get rid of later. On the other hand, if an activity of collective interest is launched, even if it does not in the short term imply a knowledge of reading, writing, or written arithmetic, there is a good chance that the natural leaders and the villagers most open to innovation and most motivated will emerge; action precedes structure. Moreover, in this phase deeper insights into the milieu can be won.

4.4 National and Local Organisation

A post-literacy project requires the participation of all services operating in rural areas. It would, therefore, be useful to have an autonomous authority endowed with effective decision-making powers (programming, control and evaluation of training) to which the training institutions are responsible.

At the field level the leading team should be multidisciplinary, while at the village level the workers should have diverse skills (harmonisation of their training).

4.5 Encouraging Literacy

From this we gather that the training provided must give rise to short term advantages for the neo-literates. This training must allow them to progressively master the situation in which they live and must lead to a real opening up of the community. It is therefore no longer just a matter of functional literacy, seen as a means of increasing productivity. Nor is it a question of making it possible for the individual to be tempted to turn against the general interest (to the extent even of monopolizing the areas of knowledge acquired). The individual's development flourishes in accordance with the development of his community. To this end, training must be open to all, or at least a large section of the population, and priority given to those forms of training which lead to the realisation of collective interest (village pharmacy, tree nursery, irrigation system, mills, etc.).

The training given must not remain at the level of giving advice, but must reveal the means and allow the participants to master the operation for which their training has prepared them (e.g. the weighing of farm products).

While more specialized training can only address itself to a small group, one ought to make available to a much larger section of the population information and attitudes it needs in order to manage its affairs itself. These forms of training must be considered within the particular context on which the Department of Lifelong Education's experience in Niger has been based. For Niger, the path already trodden is to be widened; in this way "Education of the Rural World" will be able to break out of its inherent constraints. It is a fact that the economic, social, and cultural expansion of a community should not be viewed as significant unless there is a simultaneous development on both the individual and the community levels of human existence.

NOTE

1. 1 US dollar = 350 CFA
2. Statistiques du Ministère de l'Education Nationale. Niamey: MEN, 1980

ANNEX 1

GROUP DIAMBALLA: THE GAME OF SEVEN FAMILIES

F.E.P. Material

1. Rules of the Game

The players have to try collecting the four cards referring to one family in their hands. The name of the family is written on top of the card, and the subject it represents is given in the first line underneath. The other three lines represent the cards to be searched for. The player who has collected most faimiles win.

This game is played by three or more persons. First the cards are dealt out to the players. Each looks at them, puts together those belonging to the same family and tries to complete as many families as possible.

The starting player asks one of the others: "Can you give me the card ... of family ...?" If the person addressed has got the card, he has to hand it over, and the first player continues until one player has not got the card he has asked for. This player then starts asking, and so on.

2. Note

- The cards should be well shuffled before each game;
- no player is allowed to ask for a card of a family of which he has not himself got a card;
- "one does not ask one's father" - meaning that one must not ask the person who has given one one's turn.

I FO SE NO BOREY GA MARGU?

Boro folloŋsi nda gaabi
Hala borey margu i go nda gaabi
Margu yaŋ si wasa.
I ma faham nda cere.

I FO SE NO BOREY GA MARGU?

Hala borey margu i go nda gaabi
Margu yaŋ si wasa.
I ma faham nda cere.
Boro folloŋsi nda gaabi

I FO SE NO BOREY GA MARGU?

Margu yaŋ si wasa.
I ma faham nda cere.
Boro folloŋsi nda gaabi
Hala borey margu i go nda gaabi

I FO SE NO BOREY GA MARGU?

I ma faham nda cere.
Boro folloŋsi nda gaabi
Hala borey margu i go nda gaabi
Margu yaŋ si wasa.

YANKAR SAMBU

Bora kulu ma yadda hari fallon bon.
I ma yadda nda jamaa sanni.
I ma bey kan hankan ga boro kulu nafa no.
I ma jadda ga goy cere bande.

YANKAR SAMBU

I ma yadda nda jamaa sanni.
I ma bey kan hankan ga boro kulu nafa no.
I ma jadda ga goy cere bande.
Bora kulu ma yadda hari follon bon.

YANKAR SAMBU

I ma bey kan hankan ga boro kulu nafa no.
I ma jadda ga goy cere bande.
Bora kulu ma yadda hari follon bon.
I ma yadda nda jamaa sanni.

YANKAR SAMBU

I ma jadda ga gey cere bande.
Bora kulu ma yadda hari follon bon.
I ma yadda nda jamaa sanni.
I ma bey kan hankan ga boro kulu nafa no.

JAMA MA CARE DI.

Ferante boro kulu se.
Boro fo, sanni fo.
Marga sanna si tunu.
A ga a jine borey suban.

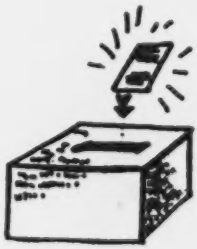
JAMA MA CARE DI.

Boro fo, sanni fo.
Marga sanna si tunu.
A ga a jine borey suban.
Ferante boro kulu se.

JAMA MA CARE DI.

Marga sanna si tunu.
A ga a jine borey suban.
Ferante boro kulu se.
Boro fo, sanni fo.

JAMA MA CARE DI.



A ga a jine borey suban.
Ferante boro kulu se.
Boro fo, sanni fo.
Marga sanno si tunu.

JAMA KULU GOYO.

A ga sanney nwa batu.
A ma goyo fonda sambu.
A ma jine borey goyo gune.
A ma noro sundurko guna.

JAMA KULU GOYO.

A ma goyo fonda sambu.
A ma jine borey goyo gune.
A ma noro sundurko guna.
A go sanney nwa batu.

JAMA KULU GOYO.

A ma jine borey goyo gune.
A ma noro sundurko guna.
A ga sanney nwa batu.
A ma goyo fonda sambu.

JAMA KULU GOYO.

A ma noro sundurko guna.
A ga sanney nwa batu.
A ma goyo fonda sambu.
A ma jine borey goyo gune.

JINE BOREY.

Kampano ce kayanta no.
Jine bora.
Tira hantumka.
Nooru gayiko.

JINE BOREY.

Jine bora.
Tira hantumka.
Nooru gayiko
Kampano ce kananta no.

JINE BOREY.

Tira hantumka.
Nooru gayiko.
Kampano ce kayanta no.
Jine bora.

JINE BOREY.

Nooru gayiko
Kampano ce kayanta no.
Jine bora Jine
tira hantumka.

JINA KAŊ I GA GOY NDA.

Margey.
Satey nda satey kaŋ ga goy.
A borey kaŋ go kampano ra cawandiyaŋ.
Horey.

JINA KAŊ I GA GOY NDA.

Satey nda satey kaŋ ga goy.
A borey kaŋ go kampano ra cawandiyaŋ.
Horey.
Margey.

JINA KAŊ I GA GOY NDA.

A borey kaŋ go kampano ra cawandiyaŋ.
Horey.
Margey.
Satey nda satey kaŋ ga goy.

JINA KAŊ I GA GOY NDA.

Harey.
Margey.
Satey nada satey kaŋ ga goy.
A borey kaŋ go kampano ra cawandiyaŋ.

GOYO GUNA YANO NDA NESSI YANO.

Jine bora ga ce dirawo sannite.
Satey ga ci hankan i te.
Satey ga goyo guna.
Sata beero ga hangan, nwa batu,
i ma yadda.

GOYO GUNA YANO NDA NESSI YANO.

Satey ga ci hankan i te.
Satey ga goyo guna.
Sata beero ga hangan, nwa batu,
i ma yadda.
Jine bora ga ce dirawo sannite.

GOYO GUNA YANO NDA NEESI YANO.

Satey ga goyo guna.
Sata beero ga hangan, nwa batu,
i ma yadda.
Jine bora ga ce dirawo sannite.
Satey ga ci hankan i te.

GOYO GUNA YANO NDA NEESI YANO.

Sata beero ga hangan, nwa batu,
i ma yadda.
Hine bora ga ce dirawo sannite.
Satey ga ci hankan i te.
Satey ga goyo guna.

Chapter 3

THE DEVELOPMENT OF LEARNING STRATEGIES FOR THE POST-LITERACY AND CONTINUING EDUCATION OF NEO-LITERATES IN SENEGAL

by

Frédéric Badiane

INTRODUCTION

Although the struggle against illiteracy in Senegal began well before independence in 1960, it was to take more than a decade for a clear policy and a specific strategy to be built up with a view to creating the right conditions for combatting this problem. And if at present scattered results do point reassuringly to the future, the difficulties stemming from the country's colonial past remain and have yet to be overcome.

1. BACKGROUND

1.1 Geography

Situated at the extreme west of the African continent, Senegal, with an area of 196,722 square kilometres, extends from latitude 11° north to 17° north, which is to say that it lies almost entirely in the Sahel zone.

Bordering on Mauritania, Mali, Guinea-Bissau, the Republic of Guinea, and the Atlantic Ocean, it is served by four rivers (the Senegal, The Casamance, the Saloum, and the Gambia), whose rates of flow vary considerably with the annual rainfall.

The climate is of the dry tropical type, with two very distrinct seasons: a rainy season (June-September) and a dry season (October-May).

In 1976, the population of the country was estimated at 5,114,630, with a growth rate of 2.87 %, which was tending to rise. Very 'young' (those under 15 years of age represent 44 %), this population of almost 2,000,000 active persons is becoming more and more urbanised.

1.2 History

Formerly a French colony, Senegal has been subject for almost three centuries to freign economic and cultural domination. Colonisation brought with it the dislocation of traditional social structures, and the introduction of certain modern cultural values has in no way compensated for the many conflicts and contradictions which three centuries of domination have given rise to.

Senegal society was divided into classes - nobility, freemen, people belonging to castes, and slaves. Decisions were generally taken by the elders. This tradition has continued up to the present in the villages and in certain circles.

Traditional education was given within age-groups, so many stepping stones by which young people had to progress in order to learn the various kinds of conduct and behaviour considered necessary for life in society. Being a country with an oral tradition, Senegal had almost no knowledge of writing before it was colonised. There were some Koranic schools, but their limited number and size did not allow any expansion of literacy. And French colonial domination did not allow much qualitative improvement in the situation.

1.3 Economy

Although the economy of Senegal has long been dominated by agriculture and especially by the cultivation of groundnuts, serious efforts have been made since independence to diversify cultivation and to develop industry. National plans for economic and social development define the objectives to be achieved every four years in the different sectors of the economy and specify the means of attaining them.

The gross domestic product rose in 1974 to 2,587 billion francs CFA and the gross domestic income to 226,7 billion, with the per capital income at an estimated 46,700 francs CFA. From 1959 to 1974, the gross domestic product rose at an average annual rate of 5.8 % in current prices, or 2,5 % in constant

prices (1971). At present, 33 % of the national budget remains committed to education (1).

The first issue of the publication, CRELAN, in June 1977 (2), shows that from 1974-75 to 1976-77 the budget of the former Directorate for Literacy (D.A.) had developed as follows:

Table 1

BUDGET INCREASES OF THE DIRECTORATE OF LITERACY

(D.A.)

	YEAR		
	1974/75	1975/76	1976/77
Personnel	15,379,000	25,963,000	27,944,000
Material	8,007,000	9,807,000	10,807,000
Total	23,380,000	35,770,000	38,751,000
Increase in %		52 %	8.30 %

Table 2

SHARE OF THE D.A. IN THE NATIONAL BUDGET AND OF THE BUDGET FOR NATIONAL EDUCATION

(year 1975/76)

NET BUDGET (A)	EDUCATION (B)	LITERACY (C)	$\frac{C}{A} \times 100$	$\frac{C}{B} \times 100$
96,000,000,000	12,318,208,000	37,770,000	0.03	0.20

1.4 Political System

The constitution of Senegal is presidential and decentralised. The institutions of the Republic are:

- the President of the Republic and the Government;
- the National Assembly;

- the Supreme Court, the Courts and Tribunals.

The country is divided for administrative purposes into 8 regions, 30 departments, and 96 districts. There are more than ten political parties in the country.

1.5 Infra-Structure

The main public services are decentralised, and they now serve all of the regions; in 1976, for example, the postal and telecommunications network consisted of 96 main post offices and 81 telephone exchanges, with 14,400 telephone subscribers and 430 telex subscribers. This means, however, that the telecommunications system is under-equipped, a fact which has its influence on national development. The recent formation of the mixed enterprise named Têlê-Sênêgal is intended to rapidly improve international connections.

Senegal possesses the best road network in west Africa, consisting of:

- 2,720 km of asphalt roads;
- 460 km of permanent roads;
- 11,200 km of laterite and earth tracks.

From 1964 to 1976 the road network grew annually by 4.2 %. In 1974 there were estimated to be some 77,300 vehicles.

The rail network consists of 1,034 km of main tracks and 152 km of secondary tracks, while inland water navigation is limited by the lack of port facilities. Sea transport is carried on through the ports of Dakar, Saint-Louis, Kaolack, and Ziguinchor. In 1975 the merchant navy counted 318 ships with a tonnage of 34,000.

Besides the international airport of Dakar-Yoff, Senegal has 15 secondary airports.

1.6 Demography

The population of Senegal is increasing very rapidly and consequently placing constraints on economic and social development. According to the most recent statistics, the rate of population growth is of the order of 2.8 %.

The principal ethnic groups in Senegal are:

- the Wolofs (40 %), who inhabit the centre and also the north of the groundnut basin (the regions of Diorbel, Thiès, and Sine-Saloum);
- the Sérères (19 %), who are concentrated in the region of Sine-Saloum and in the south of the groundnut basin;
- the Toucouleurs (9 %), who live on the river Senegal;
- the Peulhs (12 % +), who are widely distributed throughout the country, whereas the Diolas (8 %) live in Casamance and in the south-east of the country.

The main religions are Islam, Christianity, and Animism.

The population is very unevenly distributed and is concentrated in Cap-Vert and along the line Dakar-Thiès, which is very highly urbanised. Here are some examples:

Table 3

URBAN-RURAL POPULATION DISTRIBUTION IN SELECTED LOCALITIES

(1st July 1976)

Locality	Total population	Urban population	Rural population	Rate of urban-isation	Density per sq.km.
Cap-Vert	990,320	831,870	158,550	84.0 %	1 801
Casamance	740,760	125,560	615,200	16.95 %	26
Diourbal	427,560	86,200	341,360	20.16 %	98
Fleuve	531,510	109,550	421,960	20.61 %	12
Louga	420,140	35,250	384,890	8.39 %	14
Senegal-Oriental	287,790	25,300	262,490	8.79 %	5
Sine-Saloum	1,013,530	131,350	882,180	12.96 %	42
Thiès	703,020	173,360	529,660	24.66 %	107
SENEGAL	5,114,630	1,518,440	3,596,190	29.69 %	26

The rate of urbanisation, which is among the highest in Africa south of the Sahara, is growing steadily and now amounts to almost 30 %. The country has 18 towns of 10,000 inhabitants or more, only three of which pass the figure of 100,000:

- Dakar 798,800 inhabitants
- Thiès 117,000 inhabitants
- Kaolack 106,900 inhabitants.

Due to a lack of data, migrant movements are unclear. The number of immigrants is estimated at about 350,000, and the number of emigrants at some 210,000, of which 175,000 are Senegalese resident in other African countries and 35,000 in Europe. This migratory balance is, then, only a marginal factor in the demographic growth.

1.7 Educational System

Education is considered in Senegal to be one of the major objectives of national development. Being a favoured instrument of this development, "education" as an institution is recognised by the state as a resource which must sustain all the efforts at cultural advancement, technological progress, the raising of awareness among the masses, and the construction of a more just social edifice. Therefore, a large part of the nation's economic surplus is devoted to this sector, and it is generally admitted that the effort of the state in this sector has always been superior to the customary norms in the distribution of resources. Since 1969, for example, while the ordinary expenditure of the state has increased by 102 %, the ordinary expenditure of the agencies in charge of the different levels of education has risen by 115 %.

The objectives of the country have always been the extension of primary education to the whole of the population of school age and the adaptation of education to the needs of a literacy system addressed to all social groups and all age groups. The educational system has the following structure:

Formal Sector

The pre-school education was mainly supplied by the private sector. The Ministry of Education has now created a national directorate for pre-school education and has embarked on the construction of primary schools for the public in each of the 8 regions.

Table 4

SCHOOL ENROLMENT

Stage of Education	Age	Enrolment			Enrolment rate
		1960	1969	1975	
Pre-school	3- 5			8,700	-
Primary	6-12	128,755	257,708	305,516	33 %
Intermediate	14-18	22,209		55,885	-
Secondary	12-18	9,354	48,905	69,496	-
Higher	18 +	1,018	2,986	7,312	-

Nonformal Sector

This consists primarily of intermediate practical education, rural vocational training, and the literacy programme. (The literacy programme will be described in section 1.8).

Intermediate practical education (EMP)

This kind of education resulted from the Educational Reform of 1972. It arose from the difficulty of continuing the education of young people who after 6 or 7 years of schooling were no longer able to continue their studies within the formal system:

- either because of their advanced age (over 14-15 years);
- or because of the shortage of openings in the first forms of the *lycée* (grammar schools) and colleges. (Only 20 % of applicants for the first form are given places.)

The scope of the EMP was and remains:

- the provision of these young people (80 % of those leaving primary school) with 4 years of pre-vocational schooling, while maintaining and building on their primary school education;
- their integration, after training, into the national production network.

There are centres for Intermediate Practical Education in all regions of the country, both in rural and urban areas.

Rural vocational training (FPR)

Centres of Rural Vocational Training have been set up in the rural areas as well as in the towns. There are eight types:

- the Centres of Horticulture (CIH), of which one has been set up in each region, have the task of introducing young people, the sons of market gardeners and horticulturists, to modern horticultural techniques and to the management of green spaces. The duration of the training courses is eight months;
- the Centres of Agricultural Education, which have primarily been built in places where the dominant activity is agriculture, recruit in the villages and rural communities farmers and farming couples who take a training course covering the duration of an agricultural cycle (10 months). At the end of this training period, these farmers and their wives, who then act as instructors, return to their original community, where they have the task of passing on their knowledge and helping the other farmers to modernise. The pilot farmer belongs to an agricultural cooperative, and, on finishing his training, he receives a full set of agricultural equipment;
- the Training Centres for Livestock Farmers have construction and recruitment norms similar to those used by the agricultural centres. There are, however, two differences: the livestock farmers are not recruited by couples, and the duration of their training is only 8 months;
- the Training and Improvement Centres for Market Gardeners are situated in areas where market gardening is important. They recruit the sons of market gardeners and give them eight months' training, after which they return to their original community. They then have the possibility of taking a proficiency course at a later date;
- the Training Centres for Fishery are three in number, of which two are specialised in river fishing and one in sea fishing. The training period is about 10 months. Only men are recruited;
- the Training Centres for Craftsmen give local craftsmen a training in their speciality lasting 8 months. They are able to learn trades in iron, wood, and cement;

- there are also some centres which cater to crops and livestock farming at the same time, while others combine crops farming with various trades.

All of these centres provide half-board to full board. There are also follow-up teams within each region, whose role is mainly to visit those who have been trained (craftsmen, fishermen) and to help their re-integration.

The educational system is summarised in Table 5.

Table 5

EDUCATIONAL PROVISION BY AGE-LEVEL

AGE	TYPES		
	Formal	Non-formal	
3 - 5 years	Pre-school		
6 - 12 years	Primary		
14 - 18 years	Intermediate		
12 - 18 years	Secondary (general-technical)	Intermediate Practical Education	Literacy Programme
18 + years	Advanced (general-technical)	Rural Vocational Training	

All nonformal education is under the jurisdiction of the Department of Human Advancement, which is directly accountable to the Prime Minister.

1.8 The Literacy Situation

The first literacy campaigns were undertaken in the 1950's. Indeed, well before independence in 1960, efforts at spreading literacy had been embarked on here and there by political parties, trade unions, and other groupings and associations. But these campaigns were too widely dispersed and too disorganised to achieve much, especially as they were geared to literacy in French.

The year 1970 marks the turning point in the progress of literacy in Senegal. It was from this time on that the country defined its policy with respect to the struggle against ignorance and established the institutions necessary for waging that struggle.

Hence there appeared successively:

- Memo No. 3/PM.SP of 26 February 1971 detailing the conditions of literacy in our national languages;
- Decree No. 71-566 of 21 May 1971 defining the transcription of these languages with the Latin alphabet enriched with specific symbols;
- Decrees No. 75-1025 and 75-1026 fixing the spelling and the separation of words in Seereer and in Wolof. These appeared in 1975.

Objectives

It was in 1979 that the instrument of our national literacy policy, the National Directorate for Literacy, made its appearance within our state structures; its task is to:

- make the population literate in the official or national languages;
- conceive, realise, and distribute reading and other materials necessary for achieving this literacy;
- supervise and inspect all the literacy campaigns in progress on national territory.

Within the framework of building up the country's system of socialism, it is a matter of:

- making illiterate people aware of their situation and of the necessity of becoming literate;
- motivating the neo-literates in such a manner that they feel a need to deepen and expand the knowledge they have acquired in the national or official languages;
- bringing the masses to make use of their languages so as to obtain technical knowledge and an understanding of the politico-economic system of the country. (This assumes that use is made of these languages in the different domains of life);

- helping the illiterate to contribute better to our economic, social, and cultural development.

Organisation

The Literacy Services, which come under the Directorate of Practical Education, which itself is attached to the State Office for Human Advancement, are organised as follows:

- on the national level, there is the Department of Literacy, which has three offices: training and design, post-literacy and evaluation, and documentation;
- on the regional level, there is one training and supervisory officer in each of the 8 regions. In addition, there are one or more other officer who serve in the same regions, but within the training agencies in the countryside; these officers are responsible for literacy work within these agencies.

Languages of Literacy

The following two extracts are from the memo No. 3/PM.SP of 26 February, 1971:

> "... literacy measures in a rural setting, bearing in mind the advance of technical studies and the decree of the transcription of the national languages which is to appear shortly, must logically be undertaken in the language spoken by the majority of the population to which they are addressed".
>
> "... literacy programmes in national languages in rural areas should not be addressed only to the adults currently responsible, but also to young people who have not received schooling and who will in the years to come be called to take over from their parents ...".

Thus it is that at present literacy programmes are conducted either in the official language (French) or in one of the other of the six national languages. Roughly speaking, the local languages are used in rural areas and French in urban areas, where one of the local languages is also sometimes used in order to introduce state officials to it.

In Senegal the major part of literacy work is done by the rural development agencies; the originators of the literacy programmes are concerned in the first instance with:

- giving advice;
- training the educators;
- the conception and production of teaching material;
- supervising and monitoring.

- With respect to our language options, there are no 'bridges' which permit the change from the nonformal to the formal system. However, the use of the national languages at the pre-school and primary schools opens up certain perspectives in this domain.

The Intervention Agencies

The development agencies of the rural sector, also called intervention agencies, are large, semi-state organisations with the principal task of realising the national development objectives. Some of these structures are responsible for a whole region; such is the case with the Agency for the Exploitation of the Casamance (SOMIVAC), which has overall responsibility for this important southern region of the country; it is the case also with the Agency for Fibres and Textiles (SODEFITEX). Other agencies are active in more than one region, the former National Bureau of Agriculture Marketing (ONCAD), for example.

These agencies, which receive funds from the Senegalese State, are also able to make contracts with international sponsors. Being in charge of the education of the rural population in the perspective of development, all of them have, within the range of their educational activities, a literacy dimension. Priority is accorded in the following order:

a) rural areas:
   - to all kinds of cooperative groupings of farmers, livestock keepers, fishermen, ... ;
   - to groupings of women working in production;
   - to young people in areas with too low a rate of schooling.

   In short, attention is given first to those who desire it and whose daily business activities necessitate a command of writing and numbers.

b) urban areas:
   - working men and women in the factories and other concerns;

- housewives attending the social centres;
- junior personnel in the administrative structures;
- other persons literate in foreign languages.

Objectives of the Programme

The objectives and the programmes vary both with the target groups, i.e. the participants, and with the overall strategy of post-literacy. It is therefore important to distinguish between the common features of post-literacy programmes on the one hand, and the features specific to the given target group on the other.

The common features include:

- all activities tending to maintain the literacy that has been acquired, whether in the form of reading and writing or in the form of number skills;
- all of the knowledge which can be obtaines through literacy and which is related to development: hygiene and health, civics, politics, etc.

Specific features are, for example:

- for groups in cooperatives: arithmetical and management skills intended to allow planning and better management of both individual and community goods; questions of yield of percentages, marketing procedures, etc.;
- for livestock keepers: animal feeding, tending migratory herds, marketing, etc.

At present, the literacy services have 225 literacy centres assisted by 335 monitors and attended by 6,286 learners.

The training of state agents has already reached:

- 4,150 teachers;
- 45 inspectors of teaching;
- 450 officials of the general administration.

This training, which consists of introducing these officers to the transcription of one or the other of our six nataional languages, is intended to increase the chances of success of the literacy and post-literacy programmes.

2. POST-LITERACY PROGRAMMES

It is as well to recall that it is only recently that post-literacy programmes have begun to develop in Senegal in the form of an integral and indispensable part of any real movement towards effective literacy. Before 1975, there was no post-literacy work worthy of the name.

Indeed, before this date there was no clear definition of what a post-literacy programme could and should be, and, once adults had learnt to read and write, it was considered that the task was finished and that it was possible to turn to other target groups. Certainly there were some rare newspapers and booklets written in the languages of literacy. But their all too sporadic appearance and their overly ambitious objectives made them ill-suited instruments of post-literacy. In addition, when one of these rare publications did appear, the recently literate person was not informed of it.

All this explains why there was no genuine post-literacy work done until very recently. In this context it seems difficult to speak of a continuing education which might be seen as any kind of flowering of post-literacy.

The new approach to post-literacy pursues the following objectives:

- development of the production of learning and other material for post-literacy;
- creation of an environment favorable to the use of literacy skills;
- organisation of the transfer of responsibilities to neo-literates.

2.1 Post-Literacy and Environment

The linguistic situation and the national policy in this matter, together with certain aspects of our history, explain the necessity for a post-literacy programme which aims at placing neo-literates in an environment which constantly solicits their attention and encourages them to make use of their new reading and writing skills. It is best to aim at an environment which is favorable both to literacy and post-literacy; it is this question which we address when we speak of 'creating a favorable environment'.

In Senegal, the linguistic situation has led in particular to French being the official language, i.e. the obligatory language for administration, the courts, schools, etc. Less than twenty per cent of the population have a command of this language, although all of the written media (newspapers, illuminated signs, advertising posters) are in French. But this is not all: The great majority of those Senegalese who have been to school and who know how to read and write are not familiar with the symbols they need for reading and writing the national languages used in the literacy programme.

In order to combat this combination of unfavourable factors, the government has defined a series of measures, of which the most important are:

- the introduction of all state officials to reading and writing in one of our six national languages;
- the progressive introduction of these languages into the formal educational system;
- the progressive utilisation of these languages in other sectors of the national life.

Transferring Responsibilities to Neo-Literates

The management of the rural world by town people or foreigners has more than once been justified by appeal to:

- the illiteracy of country people and their resistance to change;
- the backwardness of the methods used in agriculture, livestock husbandry, etc.;
- the limited effectiveness of efforts against the under-development resulting from this combination of factors.

However, it seems reasonable to think that, once the farmers are literate and trained in modern production and management techniques, this outside management will relax, remove itself, and finally almost disappear. But now, after twenty years of independence and almost as many years spent on training and teaching reading and writing, country people are still assisted, managed, led and guided. It is from the necessity of liberating them once the objectives of training have been attained that the idea of transfer of responsibilities has arisen.

What is required, for example, is for the members of an agricultural cooperative who have become capable of reading, writing, and dealing with numbers and who have a command of modern agricultural methods and of cooperative and management matters to be left bearing the responsibility for the good working of their cooperative in accordance with the regulations. It is a matter of leaving them to manage their own affairs.

In the majority of situations, this transfer of responsibilities to the neo-literates either does not take place automatically or it does not occur at all.

Some advantages of the transfer of responsibilities

If the assistance of farmers, shepherds, and other country people is sometimes beneficial or even necessary, there is equally a need for it to cease as soon as possible so as not to reinforce the mentality of dependence - a mentality which has not stopped developing here and there ever since independence. But more than this is needed, for, if functional literacy is to allow greater effectiveness in the struggle against underdevelopment, then the more literate people are, the more skilled they should be.

Finally, a genuine literacy - perfected by an effective post-literacy scheme - should give more autonomy to neo-literates and enable them to better defend themselves against exploitation in all its forms.

How is this transfer prepared?

Take the case which presents itself in the context of one development project, that of the project for developing livestock farming in Eastern Senegal (PDESO). This particular project is a constituent part of the campaigns set up by SODEFITEX.

The economic plan envisages the development of livestock husbandry in the region, the improvement of commercial livestock practices, the creation of new employment, and the raising of the standard of living of the population.

The literacy campaign, which lasts a total of three years, consists of one year of functional literacy work and two years of post-literacy work. The first year of post-literacy work is devoted to the improvement of mathematical skills relevant to management and to the expansion of knowledge in subjects as

various as hygiene, health, civics, and husbandry cooperatives. The second year of post-literacy work begins with intensive training in cooperative management and in the care and keeping of livestock. The first group of livestock keepers to complete the training course found itself appointed *in toto* as livestock auxiliaries, fulfilling duties paid partly by the project and partly by the population.

2.2 Programmes

In general, the post-literacy programmes are specific, i. e. they are adapted to each particular literacy situation. Nevertheless, there are here and there similarities which make it possible to speak of a common core.

All of the current post-literacy programmes aim at:

- the consolidation and enrichment of what has been acquired in the first phase of literacy;
- expanding the knowledge of the adult in his speciality with a view to greater responsibility;
- expanding the scope of his knowledge.

To attain these objectives, a combination of techniques are brought into play:

- for consolidation: reading material, newspapers and radio broadcasts dealing with the different aspects of the economic life of the area in question;
- for preparing the neo-literate to assume greater responsibility; books dealing with the speciality in question;
- for expanding the range of skills which the neo-literate can apply: reading material on diverse problems linked to development and well-being (e.g. hygiene and health, the cultivation of groundnuts, keeping chickens).

2.3 Mode of Realisation

These instruments of post-literacy are in part produced by the literacy services, in part by the rural development agencies responsible for bringing literacy to the population, and in part by other governmental and non-governmental organisations.

Three possibilities present themselves here:

(1) the Directorate for Literacy conceives and produces the material and then makes it available to the organisations doing the literacy work. This is generally the case for virtually all of the material intended to consolidate or increase knowledge. It is the same with the one newspaper aimed at post-literacy, namely *Xamle;*

(2) the rural development agencies also produce some post-literacy material themselves. Then they do this, they are obliged either to request the collaboration of the experts of the literacy services or to submit the finished product to these experts before using it;

(3) when the material is produced by another source, whether governmental or not (catholic missions), those responsible are obliged to consult the literacy services, especially when the material is in local languages.

2.4 Post-literacy Activities

These derive from the very functions of post-literacy as defined above. One of the fundamental tasks of post-literacy is to produce diversified reading material and make it available to the neo-literates. Activities undertaken for this end result in the production of extension booklets and a rural press.

In their roles of pedagogic support, rural educational radio and television come to assume the functions of consolidating competences and continuing learning.

Since educational radio, television, and the production of complementary reading material are later part of the post-literacy strategies to be examined in detail, we will only concern ourselves here with the rural press.

The Rural Press

Since literacy is transmitted mainly in the local languages, the only organ of information available to the neo-literates is the bi-monthly *Xamle*, which first appeared in January 1979 and which has a circulation of 1,000. Conceived and produced by the Directorate for Literacy, the newspaper benefits from the participation of the neo-literates of the regions which provide it with the mainstay of its content. Initially compiled only in Wolof, the language of the majority,

spoken by almost 80 % of the population, *Xamle* was to quickly increase its scope to include the other national languages.

The newspaper is distributed from Dakar to all of the regions of the country. This distribution is effected in a rather haphazard way - a fact which makes any proper monitoring of the utilisation of the newspaper difficult. It should also be pointed out that each edition of *Xamle* is distributed free of charge. This explains the difficulties faced by the literacy services in increasing the circulation; each edition, costing the sum of 250,000 F CFA, is paid for by the state.

The second newspaper available to neo-literates is the *Maraîcher*, which deals mainly with questions relating to market gardening and its development. Its first issue appeared in April 1982. A specialised bi-monthly, the newspaper has been entirely conceived and published by the Directorate for Practical Education; it has a circulation of 1,000 copies, and each number is written in French and Wolof.

3. TECHNIQUES USED IN THE POST-LITERACY PROGRAMMES

In Senegal, the post-literacy programmes use newspapers, printed material, complementary reading material, and extension texts; this is in addition to the use of radio and television. We will deal primarily with extension texts, radio, and television.

3.1 Extension Texts

Extension Structures

Development Agencies, various Ministries (e.g. health, higher education, and waterways and forestry), the Literacy Services are involved in the area of scientific extension work.

Target Population and Participation

The target group is determined on the basis of the text which is to be popularised.

The Development Agencies popularise texts primarily relating to their development activities, e.g. groundnut or

sugar cane cultivation. These publications are intended above all for the population groups served by the agencies.

The ministerial departments often issue extension texts dealing with their respective activities: the Ministry of Health will issue for all women booklets on malaria, foodstuffs, microbes, etc.; the Ministry of Waterways and Forestry will direct attention to bush fires, the animals extant in Senegal, etc.

The Literacy Services, having a much broader spectrum of concern, publish a great variety of texts, either to order or on their own initiative in response to a particular need.

Form

The extension texts can be classified in the following order of importance:

- booklets
- posters
- books
- films
- cartoon books.

Objectives

The extension material generally takes its final form according to the intended objectives. Thus information, sensitisation, and mobilisation are provided by posters and films; retention and continuation by booklets and books; and application by booklets. Certain forms have several functions, others are combined together to obtain a single objective, and all contribute to the creation of an environment favourable to literacy.

Content

This varies widely. According to the target group and objectives, there is treatment of agriculture (rice cultivation), health (malaria), civics (the vote), livestock husbandry, administrative organisation (what the civil state is) ...

Presentation

In the case of written material, the vocabulary and sentence structures are of the standard level. The films also use this standard language. Illustration is highly simplified, as

explicit as possible, comparatively large, and adapted to the cultural norms of the target group.

Publicity, motivation

Apart from the publicity made by some of the agents of the extension organisation, there is little publicity surrounding these documents, which in turn do not make much publicity. Many of the extension texts constitute a response to a need expressed by the neo-literates. This interest on the part of the participant constitutes a motivation. Other extension texts have a content and presentation sufficiently attractive to serve as their own motivation. The cartoon books seem to be naturally interesting on account of their content and, above all, their form.

Price of sale

Apart from the cartoon books published by a Development Agency (SODEVA), which are sold at 10 F CFA, all of the extension texts are handed out or lent free of charge.

Distribution

The extension texts are usually sent to the addressees from the source of publication by post, but they are often also passed from hand to hand. The inadequacy of the postal network and the absence of income from prices do not however facilitate this distribution.

Costs and financial resources

Apart from the publications made by the Development Agencies, all of the extension texts produced in Senegal are financed out of the national budget. On the average, each publication costs from 200 to 300 F CFA a unit (25 to 30 pages). We do not have information for the films available.

Linkage with other post-literacy programmes

The extension text (book, poster, booklet, cartoon book) is an essential element in all post-literacy work. It allows the taste for reading to be developed, enriches knowledge, and contributes to a better education for development.

System of co-ordination

In principle, the Literacy Services are in charge of co-ordination, which is in fact very difficult. The recent estab-

lishment of the National Committee on Literacy will mean greater recognition being accorded to this need. At present, each organisation involved in extension work sees to its own production, using its own means to publish its texts. The Literacy Services supply expertise without, however, there being any real co-ordination.

Evaluation

The real impact of the extension texts on learning and the extent to which the advice contained in the extension texts is applied have not yet been the subject of evaluation.

3.2 Rural Educational Radio

The use of radio for rural education goes back quite some time. It has been used by the political and administrative authorities ever since the country gained independence first to reach the rural population (80 % of the total population) and then to mobilise them for tasks of national construction. It quickly became apparent that it was necessary to complement the education of this population, a task which rural educational radio has been working on steadily.

Its programmes are directed at the occupations of the country's farmers, shepherds, and fishermen - to whose numerous problems the radio attempts to provide answers. The radio also informs them of measures taken by the local and national authorities. Run by development experts and the country people themselves, the broadcasts of rural educational radio are transmitted from Dakar in national languages six days a week and last half an hour.

National/Local Programmes

There is a national programme; at present the services involved are studying the possibility of delegating the programme contents and broadcasting times to the regions.

Objectives

- To inform the rural population and others about current political problems;
- to educate them for a fuller participation in development efforts;

- to serve as a support for all of the educational and information campaigns undertaken by governmental and other agencies.

Target Population

Men, women, and youth instructed by the development agencies constitute the primary target population, but in fact the broadcasts are directed at all layers of the population using the local languages. In Senegal there is one radio station which uses almost exclusively the national languages and another which uses only French.

Time, Frequency, and Listening Arrangements

Six times a week there is one thirty-minute broadcast a day. The government has supplied all the villages with radio sets to be used collectively. These broadcasts are produced by development experts, literacy experts, and by those affected (e.g. farmers, fishermen, marked gardeners).

Content

The rural radio broadcasts:

- information of a political or administrative nature on subjects of concern to the citizens;
- educational information relating to such questions as:
    - techniques for cereals growing, market gardening, etc.;
    - the problems of marketing the nation's products;
    - the problems of bringing literacy to adults;
    - health and hygiene;
    - the functioning of rural communities;
    - the questions raised by country people with respect to the difficulties they meet with in this or that matter, etc.

Production of Booklets or Pamphlets

No real system exists for the production of accompanying booklets and pamphlets; sometimes a ministerial department which has produced a booklet on some subject uses the broadcasts to discuss it.

Auxiliary Printed Material

There is no auxiliary written material specifically accompanying these broadcasts. A certain amount of individual instruction probably takes place by means of educational radio, but there has been no evaluation of this.

Production of Programmes

The programmes are conceived and realised by

- the radio staff;
- the staff of the other respective ministries;
- the literacy staff;
- the rural animation staff.

System of Co-ordination

The co-ordination of the mediation of these various development agencies is often provided for within the radio services by the director of the programmes with the collaboration of those mediating.

Publicity, Motivation

The broadcasts reserved for the rural areas receive reasonable publicity from the radio itself. Often certain of the subjects to be treated are announced in advance,and the listeners are invited to participate by sending in questions. The broadcasts are much appreciated.

Costs and Financial Resources

The funding is provided entirely by the Senegalese state, which sees in these programmes a major means of communicating with the population and of attracting their participation in the nation's development effort.

Linkage with Agencies, Organisations, Activities

Linkage is ensured from the beginning by the very manner in which the broadcasts are developed. Being a pedagogical instrument of horizontal support, radio enables the illiterates to participate in the dialogue thus instituted while at the same time reinforcing the different techniques in use.

Evaluation

How is the message broadcast perceived? What are the reactions of the listeners to the content of the broadcasts? Do the programmes contribute to the consolidation of the competences which have been acquired, do they issue in concrete applications? - Thus a whole series of questions to which a systematic evaluation (yet to be initiated) would provide answers.

3.3 Television

Television has been used for literacy purposes for five years. When the Senegalese authorities decided on the use of this medium in the struggle against illiteracy, their aims were to:

- show and convince the urban population that our languages could be written and read just as well as foreign languages (French, Arabic);
- make them aware of the need to participate in the struggle against illiteracy;
- test the medium of television with a view to using it effectively for introducing town dwellers to the transcription of our languages.

It was not possible to carry out an evaluation of this medium, which has meant that we have not since been able to define new objectives. However, one year ago the basic principles of hygiene and health were introduced in the initial programme in a post-literacy perspective.

The lenght of a broadcast is 30 minutes, and each of our six national languages has a fixed day of the week devoted to it. The programme is put out jointly by the literacy, health, and television agencies.

Television is in use in both the formal sector, where it serves as a teaching instrument in primary schools using the national languages, and in the nonformal sector, especially in literacy campaigns. We are concerned here only with the latter.

Local/National Programmes

There is a national programme produced in and broadcast

from the capital, Dakar; this means that education by television has a very centralised character.

Objectives

- To sensitise the urban population to the nation's efforts to increase literacy in the local languages and to promote these languages;
- to enable those literate in foreign languages (French, English) to learn the transcription of one or the other of the local languages;
- to study and evaluate the impact, the cost, and the real possibilities of using television in the struggle against illiteracy.

Target Population

Television literacy programmes in the national languages are addressed primarily to the illiterate of the conurbations. Other groups wishing to learn the written form of the national languages can also profit from this method of learning.

Time, Frequency and Arrangements for Viewing

The national television service devotes 30 minutes a day from Monday to Saturday to this programme, i.e. one half-hour broadcast each week in each language. No special arrangements are made for people to be able to view; the programmes are received simply by those who happen to possess a television set. The high cost forbids the free distribution of receivers which was possible for educational radio.

Content

This consists of a literacy programme aimed at teaching reading and writing in the local languages. Another aspect of the content concerns information and exchanges relating to the problems of literacy projects and those of the national languages. Mention should also be made here of the part played by the correspondence from viewers. There are not as yet any booklets or pamphlets in connection with this project.

Programme Production

The programmes are conceived and produced by the Literacy

Services in liaison with the technicians of the national television.

Selection of Teachers

These guide the study groups, prepare the programmes, etc. The great majority of the literacy workers are teachers. Those who are put in charge of programmes and the realisation of programmes are selected on the basis of a number of criteria; these include linguistic criteria and those drawn from educational psychology.

System of Co-ordination

A certain amount of co-ordination is assured by the literacy programme, and aims, with the assistance of staff from other state structures, at publicizing the content of the courses.

Publicity, Motivation, Self-study

There is at present no special activity under way to motivate participants or to make the broadcasts known. The evaluation due to be made soon will give some indications on these aspects. No consolidating activity has yet been organised on a systematic basis. However, many individuals and families say that they have learnt to read and write thanks to these televised courses.

Costs and Financial Resources

The campaign is financed entirely out of the national budget.

Linkage with Agencies, Organisations, Activities

With respect to the agencies, there is already linkage with the Ministry of Health; as for the televised courses, these are linked to other educational activities undertaken by the Literacy Services.

4. PROBLEMS AND OBSTACLES

The current difficulties facing the post-literacy programme in Senegal are to be found in the spheres of human, financial, and material resources, coupled with resistance and a certain lack of interest present in the environment of the neo-literates.

4.1 Personnel Problems

We wish here to mention the question of the inadequacy of the personnel available for the literacy programme.

Senegal does not possess any college for training the personnel needed for the nonformal educational system. The literacy workers are teachers, or teachers of domestic science, or development workers who have come to literacy work for many reasons, of which the most important are not always the most praiseworthy. These workers do not have the benefit of any in-depth training; they learn their profession in a casual, haphazard way. On top of this, there is no corps of literacy workers at the administrative level - a fact which results in those involved generally viewing the Literacy Services as way stations which one leaves as soon as possible for other horizons. This accounts for the fact that the experience accumulated by this personnel seeps away whenever people are given the opportunity of leaving.

The absence of training structures gives an idea of the technical difficulties which can be met with in post-literacy work when it is a matter of conceiving and thinking through the techniques needed.

4.2 Material Problems

The question here concerns the means necessary for the realisation of an effective post-literacy programme developing in an unfavourable environment; I am thinking of indispensible transportation vehicles and also of the duplicating equipment for manufacturing textbooks, booklets, posters, etc. These essential tools are lacking everywhere, and very often the cost of printing a post-literacy textbook by the competent publishing houses becomes so prohibitive that it is enough to discourage even the most determined.

At present, the Department for Literacy is the only organisation equipped to face up to these difficulties. It currently has available:

- typewriters with the characters of the local languages;
- duplicating machines;
- stenciling machines.

Within the development agencies, the availability of adequate material has to be accompanied by the presence of personnel capable not only of using the material, but also of reading and writing in the locally-used languages, something that is rarely the case.

Everywhere, incidentally, there is recourse to private printers, which seriously depletes the available funds.

4.3 Financial Problems

The gravity of the problems due to the very limited financial resources of the Literacy services arises from the constant burdens placed on their activities, which in the long term threaten to destroy every achievement. The period of drought which the country has suffered these last years, together with the international difficulties, mean that the funding regularly provided for the Literacy Services is decreasing from year to year.

4.4 Other Problems

Whereas financial problems appear almost everywhere as the major difficulty facing literacy and post-literacy work, the attitude of the "intellectuals" with regard to the struggle against illiteracy, i.e. their reluctance to really take part in the nation's efforts, constitute a difficulty of another order.

Four-Fifths of our literacy work is done in local languages. Senegal having opted for bilingualism (French and national language), certain "Intellectuals" think that as long as the duality French/national language exists, the national languages will not have the means of blossoming out, and that consequently educating the adults and other groups of the population in these tongues amounts to working for a more marked stratification of society. When to this the fact is added that

"intellectuals" able to read and write in their own native language are rare, one realises how little intrinsic worth they attach to literacy. This attitude. coupled with the limited means available to the Literacy Services, contributes to creating among the illiterate and neo-literate adults the feeling that time spent on attending literacy classes is wasted.

5. CONCLUSION

In the lines above, we have seen that the problem of the education of the Senegalese population really is one of the priorities of the national authorities, who devote relatively large human and material resources to this problem.

We have also seen that, although these means remain inadequate, the political will to provide this education has been constant manifest for decades. But, like all the other developing countries, Senegal remains, despite the real desire to promote the well-being of its people by means of a more effective development of education, a victim of a drastic limitation: the lack of money.

The education of the nation's youth and/or adults by means of an effective literacy programme which opens up the horizons of post-literacy and lifelong education would seem to be a solution capable of accelerating the economic and social development of our country, but it must be said that the forces of inertia which stand in the way of the concrete realisation of these objectives are numerous: from linguistic problems to the difficulties of a real and lasting mobilisation of the population; from the human resources available to organisational problems and the problems of the definition of an appropriate methodology and follow-up.

There are, however, serious efforts being made, of which the most important in our view is that of developing a clear vision of what a literacy and post-literacy programme in Senegal might be; this would serve as a point of departure for a campaign of lifelong education, above all in the rural environment.

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Chapter 4

THE DEVELOPMENT OF LEARNING STRATEGIES FOR POST-LITERACY AND CONTINUING EDUCATION OF NEO-LITERATES IN UPPER VOLTA

by

Paul Taryam Ilboudo

INTRODUCTION

In Upper Volta, opinion in favour of functional literacy as the appropriate means of achieving endogenous development is increasing year by year.

Functional literacy is seen to an even greater extent as an essential component in all activities promoting development. Through its constituent element of post-literacy, it aims above all at realising the development objectives of our country, which accords priority to rural development.

Before dealing with the concept, strategies, and technical aspects of post-literacy provision, mention is made first of some general characteristics of Upper Volta as a state and of the educational system and its strategy as far as literacy is concerned. Appreciation of these facts is necessary in order that a better understanding may be obtained of the orientations of post-literacy in Upper Volta, the subject of this study.

1. BACKGROUND

1.1 General Information

Geography

Located within a great loop of the River Niger, Upper Volta is an inland state covering an area of 274,000 square kilometres and without any outlet to the sea. It borders Mali to the north and west, Niger to the east, and the Ivory Coast, Ghana, Togo, and Benin to the south.

Climate

Upper Volta is situated in the Sudanic zone and has a tropical climate with two seasons - a dry season from November to May, and a rainy season from June to October. The climate is healthy - bright, sunny, hot and dry.

History

Made a colony in 1919, Upper Volta was dissolved in 1932 and partitioned between the Ivory Coast, Sudan and Niger. Reconstituted in 1947, it was declared a republic on December 11th, 1958 and obtained independence on August 5th, 1960. Despite the influence of colonisation and imported religions, Upper Volta has in general kept itself intact as a culturally rich and varied homeland.

Economy

Like most of the inland countries in West Africa, Upper Volta has a rural economy based mainly on agriculture and animal husbandry. Ninety-five per cent of the population draws its income and its subsistence from the earth. The food-producing crops (such as sorghum, millet, maize, rice, groundnuts, sweet potatoes, yams, fonio, and niébé) are of much greater importance than commercial and industrial crops (like cotton, sesame, and tobacco) and certain market garden products (French beans and strawberries), destined for export.

Despite the ravages of the great drought, livestock, together with the products of associated industries, constitutes the major export. Upper Volta is very rich and prolific in such

craftwork as leather-work, embroidery, sculptures, jewelry, metalwork, pottery, and basketwood.

The mineral resources of Volta (for example, manganese, gold, copper, limestone, and phosphate) hold promise for the future, but the existing industries (apart from light engineering) are principally those for processing textile products or foodstuffs.

Development in Upper Volta is concentrated on several sectors, of which the rural sector has priority in development planning. Thus, a passage from the speech containing the programme of May 1st, 1981, underlines that "the rural sector can and must become the lever of our development, the point of departure for our economic progress; the increase of production and productivity in this sector must generate, both upstream and downstream, a chain of production units and employment, breeding grounds".

However, despite a succession of various development plans and regardless of the efforts made, the economy of Volta remains to a large extent dependent on the outside world, and the gross national product remains very low, amounting to a per capita figure of about 160 US dollars in 1982.

Demography

The prople of Upper Volta are very fond of children, and the population is increasing rapidly. The general census of Upper Volta of 1975 recorded a total population of 6,147,508 inhabitants, of which 3,157,483 were male, that is 51.37 %, and 2,990,025 female, that is 48.63 %. Ninety-three per cent of this population lives in the rural area, spread over 7,487 villages of various sizes. It is a very young population, with those under 15 years of age forming 45.3 % of the total population.

The people of Volta move about a great deal, both within the country and abroad, going to neighbouring countries, especially those on the coast. The birth rate is 49.6 % and the death rate 32 %; life expectancy is 31.4 years. Population growth is estimated at 2.06 % per annum. (1)

The main religions are

- folk religions;

- Islam;
- Christianity.

Languages

Upper Volta has many ethnic groups with their own languages, some sixty of which have been counted. Three are major *linguae francae:*

- Moore, by far the most important;
- Jula;
- Fulfuldé.

The official language remains French, although it is spoken by less than 10 % of the population.

1.2 Education

The development policy of Upper Volta has concentrated investment in the so-called productive sectors (agriculture and industry). The returns of this policy are intended to allow a redistribution among the social, health, educational, youth and sport sectors.

Until now, a certain weakness in performance in regard to the field of education has been noticeable. Insufficient regard has been paid to the dynamic and reciprocal relationship between the economy in the strict sense and the social sector, as a driving force of development where man is at once both the means and the end of development.

The Formal System

A real effort has been made to develop education since Independence. Indeed, the gross enrolment ratio, which was 5.3 % in 1960, is now of the order of 14 %, with gross enrolment in primary schooling progressing at the annual rate of 4.5 %.

If the observed tendency continues over the next twenty years, the rate of primary schooling in Upper Volta in the year 2000 will be of the order of 19 %.

But there is already a bottleneck for entry into secondary schooling; only 10 % of first form applicants can be accepted. This has resulted in the major growth of profit-making

private secondary education. At present, the authorities are emphasizing the development of higher education. In relation to general aducation, technical education in Upper Volta continues to represent a minority sector.

Evolution of Education Policy

Over the last twenty years there have been three stages in the evolution of education in Upper Volta:

(1) the adaptation of primary and secondary curricula to the context of independence;

(2) the reform of teaching methods, of which the principal spheres of application are:

- the teaching of French (direct method techniques);
- an introduction to logical thinking (modern mathematics);

(3) the fundamental reform directed at mass education as the means of developing and reasserting the value of the national culture.

The necessity of educational reform takes as its starting point the recognition of the failure of the present school system. Indeed, the system inherited from colonial times, although more than one-third of the national budget is devoted to it remains:

- *a minority programme:* of every 100 children of school age, only 14 actually go to school;
- *discriminatory:* it favours the urban areas to the detriment of the country areas, and boys to the detriment of girls;
- *inappropriate:* the products of the present school system do not correspond to the development needs of the majority of the population.

These are the reasons why educational reform, of which the literacy programme is an integral part, is directed at:

- *providing equality of opportunity* by undertaking mass education through schooling and the literacy programme;
- *integrating* education with production, thereby transforming the teaching establishments into teaching and production units;

- *reasserting* the value of the nation's culture by integrating the national languages into the school system.

These objectives are to be realised within a new structure: that of the "educational city", open to all and integrating all educational and training activities with production.

1.3 Functional Literacy in Upper Volta

Initial Experiences

At the time of independence, Upper Volta found itself with a large percentage of illiterates. Aware of the negative impact of this burden on the economy, the state of Volta put into operation in the first years of Independence the huge Project of Rural Education for the instruction and literacy in French of young farmers in order to support the efforts in the schools in the struggle against illiteracy.

This campaign was supported by private initiative for the literacy of adults in the French language. These initiatives ended more or less in failure at the village level. The principal reasons were:

- the discouragement felt by the pupils, and then the massive drop-out rate due to the difficulties involved in learning;
- the more or less total relapse into illiteracy due to the fragility of the acquired knowledge and the fact that French is not used in rural Upper Volta;
- the increasing exodus from rural areas through the departure for the coastal countries of the best pupils from adult courses and the centres of rural education.

Functional Literacy in National Languages

After the Teheran conference, the government of Upper Volta asked in 1966 for the assistance of Unesco for the preparation and implementation of an experimental project lasting ten years, the "Unesco-Upper Volta Project for the Equal Access of Women and Girls to Education", which set its sights on:

"Civic and domestic education, the teaching of women's skills, the provision of schooling and functional literacy in the rural zones with a view to improving the working conditions

and the productivity of women for the benefit of the development of the nation." (2)

The experience of this project has engendered several initiatives by private and semi-state bodies:

- the fishing cooperative of Mogteedo;
- religious missions;
- regional development bodies (ORD).

The need to coordinate the efforts of all these bodies has led to the formation of the Voltan Organisation for the Education of Adults (OVEA), a voluntary association placed under the tutelage of the Ministry of National Education, which has as its tasks:

- the training of educators for functional literacy;
- the production of documents;
- the coordination of functional literacy activities for the whole of the territory of Volta.

The ONEPAFS-DAFS

The OVEA was about to be overtaken by the quantitative development of the campaign when, seeing its importance and scale, the government of Volta decided in 1974 on the creation of the ONEPAFS (The National Bureau of Functional and Selective Literacy), which became the DAFS (Headquarters of Functional and Selective Literacy) in 1978.

The development of functional literacy in Upper Volta thus preceded the establishment of the state body for coordination, i.e. the DAFS. Conceived of as a support and coordinating body, the Headquarters of Literacy does not intervene directly on the ground in the initiation and management of the literacy projects. It intervenes indirectly by providing support for the bodies of economic, social or cultural development, so that these bodies can put into practice the literacy operations which form an integral part of their activities.

The essential elements of the assistance given to these bodies by the DAFS are:

- feasibility study and grass-roots investigation to establish educational needs;

- sensitisation and establishment of the operation of literacy;
- training of educators;
- provision of literacy and post-literacy documents;
- specific training of literate people with a view to transferring competence;
- follow-up and evaluation.

The Partners

Among the main partners of the DAFS on the ground are the following:

- the 11 ORD (Regional Development Bodies);
- the AVV (the authority for developing the Volta Valley);
- the SEPFD (The Service for the Education and Participation of Women in Development), which is the same as the former Unesco-Upper Volta Project for the Equal Access of Women and Girls to Education;
- the FJA (Education of Young Farmers), which has 700 centres spread out over the whole of the country and which has now opted for functional literacy in national languages;
- the FDR (Rural Development Fund);
- the Rural Institutions;
- the social centres;
- the Catholic and Protestant missions;
- non-governmental aid organisations such as:
    - the Africare at Sèguènèga;
    - the International Sponsorship plan of Kaya and Boulsa;
    - the 6 "S" of Ouahigouya (knowing how to profit from the dry season in the savannah and in the Sahel);
    - the ADRK (Association for the Development of the Region of Kaya);
    - the INADES (African Institute for Economic and Social Development) Training Programme.

Services Working in Collaboration

The Headquarters of Literacy collaborates with the following services:

- the INE (National Institute of Education) within the framework of the teachers' reform of experimental schools;
- the CNRST (National Centre of Scientific and Technological Research), which has under its umbrella the Permanent Secretariat of the National Commission on Voltan Languages;
- the department of linguistics of the University of Ouagadougou and the SIL (Summer Institute of Linguistics) with regard to linguistic research projects.

The Learning Strategy

In view of the low financial and personnel resources available, the main effort is committed to the centres integrated in development projects; this gives each campaign the greatest possible chances of being directly efficacious for the development of the country.

Functional literacy is provided in the current languages of Upper Volta: Moore, Jula, Fulfuldê, Dagara, Gulimancema, Kasim, Lobiri, San, Lyeele, Bwamu, Bissa, etc. Everything depends on personnel resources and the state of progress in the linguistic study of these languages.

What is the composition of the training programme?

The education given consists of three stages:

- discussion;
- learning to read and write;
- functional arithmetic.

It is made up of two levels or cycles. On the level of the two cycles, the programme of discussion prepares a favourable psychological ground for the involvement of specialists (health, agriculture, civics ...). Starting from the acknowledgement of the facts of the matter in hand, it consists of organising collective reflection which envisages the possible solutions which are to be implemented either individually or collectively.

The first level of acquired skills means that the adult:

- has a command of the alphabet of the language of literacy and is able to read and write;
- has a command of the reading and writing of numbers and of the three basic arithmetical operations (addition, subtraction, multiplication).

The second cycle of acquisition of skills must enable the learner to consolidate what has been learnt in the first cycle, to understand the texts he has available, and to express his own thoughts in writing. In arithmetic, the second cycle aims at consolidating what has been learnt in the first cycle and at learning division and the arithmetical notions connected with work activities (length, surface, volume, time, arithmetic of yield, etc.).

Each cycle comprises a programme of 30 lessons and may last from 3 to 6 months, according to the backgrounds and motivations of the participants, and the problems of the society involved.

The literacy system provides for 3 sessions of 2 hours each week. A literacy session is made up of four phases:

- discussion;
- reading;
- writing;
- arithmetic.

The start of the literacy campaigns varies from one region to another. There is generally intense literacy activity from November/December to May. From May to September (period of work in the fields) there is only one session a week, intended to reduce the risk of forgetting. But in view of the urgent needs of some development bodies, the DAFS has conceived a strategy of intensive education which enables the stage of post-literacy to be attained after only 36 days of learning.

Objectives of intensive courses

- To train in six weeks (six days a week), i.e. 36 days, administrators for economic units: cereal banks, mills, village stores, market garden allotments, etc.;

- in the short term, to instruct these administrators in such a way that they can pass on their literacy skills to the other members of their home community and thereby democratise the administration of the economic units and avoid their being monopolised by the initial administrators.

Target population

Two to four illiterate farmers per village are designated by their "village group" to administer the economic units.

Strategy

- Consultation work between the DAFS and the development bodies interested in intensive courses, e.g. the rural institutions and credit institutions, FDR (Fund for Rural Development), in order to decide on the content of the course, the costs, the methods, and the schedule for the implementation of the course;
- feasibility study with the partner bodies (ORD) and the interested villages;
- terminological research so as to translate the technical concepts involved in the course into the local language;
- preparation of programmes and documents specific to the course;
- execution of the project;
- evaluation of the project. It is to be noted, however, that the evaluation is on-going throughout the process of intensive education. During the phase of execution it is even daily.

Work method

The method, which proceeds from the simple to the complex, consists of three phases separated from each other by a buffer week during which the farmers return home. A phase comprises one part for discussion and sensitisation, followed by reading, writing and arithmetic.

1st phase: acquisition of the alphabet of the language, of numbers, and of two arithmetical operations: addition and subtraction;

2nd phase: consolidation of what has been learnt in the 1st phase and the learning of two more arithmetical operations: multiplication and division; acquisition of the technical vocabulary of the transfer domain; introduction to practical arithmetic;

3rd phase: consolidation of the technical vocabulary that has been learnt and the teaching of how to use a calendar; specialisation in the relevant field of knowledge; intensive training in the keeping of the various sheets and books relative to the economic unit which the farmer will have to manage.

Evaluation

The results of this intensive training programme have been very positive and very encouraging. The performance of the farmers, taught in so short a time, has astonished the state officials, who did not believe in the capacity of our languages to convey a technical education, especially in such a record time. After comparing the results, many agencies have adopted the method of intensive education.

The group to be taught literacy consists in each case of delegates from the villages, 15 to 30 per centre, chosen by a village committee in charge of the organisation and supervision of the centre, which is in general constructed by the village or with considerable assistance from the village.

Training the Educators

A grid system of training makes the following provisions for the on-going education of the animators at the literacy centre and of those working in the administration there:

- introductory course on the transcription of the literacy languages;
- preparation for the sensitisation and the setting up of the centres;
- course on practical methods for the administration of the centres;
- introductory course on the practice of self-evaluation;
- days of studies and refresher courses.

The training of the officers is rounded off by:

- courses abroad;
- study trips;
- specialised seminars.

Some Elements of the Results of Functional Literacy

Thanks to the campaign of sensitisation led by the various bodies engaged in the struggle against illiteracy, there is from year to year a growing movement of opinion in favour of functional literacy and the utilisation of the national languages.

Among other things, note may be made of:

- the option for functional literacy in national languages;
- the setting up of the national commission of the languages of Volta and of the sub-commissions on languages;
- the setting up of the ONEPAFS, now the DAFS;
- the creation of a department of linguistics at the University of Ouagadougou;
- the adoption by decree of the national alphabet;
- the existence of the national typewriter, equipped with characters for all the national languages and for French;
- the coming into effect of the Educational Reform;
- the introduction of tests in national languages in some examinations and competitions (FJA - National Radio Chain);
- the establishment, by decision of the Minister of National Education and Culture, of the annual organisation for the national literacy week in support of the festivities on 8th September, i.e. International Literacy Day, a special moment for sensitisation at all levels;
- the growing number of state and private development agencies having a literacy component in their activities.

Quantitative results

The assessment of the pre-evaluation of June 1981 counted a total of 1,684 literacy centres, of which 1,493 have in fact been functioning with a total of 50,680 registered learners.

When are added to this figure:

- the cumulative results of the former Unesco-Upper Volta project (SEPFD);
- the many Christians (both Catholic and Protestant) who can read and write in national languages;
- the clergy (Catholics and Protestants);
- those registered at centres which have not been surveyed and those at the bodies which did not return the statistical forms,

it can be estimated without risk of error that more than 100,000 persons now know how to read and write in a national language.

These results justify and explain the considerable preoccupation of the Headquarters of Functional and Selective Literacy and of the agencies in the field with the development of post-literacy strategies in order to respond: firstly, to the concern that this literate public should not lapse into illiteracy, and secondly, to the objectives of the development agencies and to the expectations of the neo-literates, who do not stop wondering what is going to be done for them now that they can read, write and do written arithmetic.

This question leads us to the subject of the study in hand.

2. POST-LITERACY IN UPPER VOLTA

If functional literacy is to fully achieve its objectives, it must open the way to post-literacy and lifelong education. We are of the opinion that the post-literacy programme must be prepared simultaneously with the literacy programme, for any literacy without subsequent post-literacy is an open door to the relapse into illiteracy.

Post-literacy in Upper Volta, the logical extension of our literacy system, follows from the objectives fixed by the national literacy programme, of which it constitutes an important component.

2.1 Objectives of the National Literacy Programme

- "*To accelerate economic development* by effective technical education, better work organisation (access to efficient management) and access through reading material to lifelong education in and information on professional techniques;
- *to devolve the capacity for extension work* and supervision by relaying written information through village leaders capable of receiving, transmitting and analysing information without the constant presence of the supervisory staff;
- *to provide solid support for endogenous development* by means of the potential of the grass-roots community for organising and managing itself. The target population must thereby come to be able to monitor and control its own development;
- *to develop preventive action and the command of the natural environment* by progressively introducing a new mentality based on the appreciation and knowledge of problems, and especially of problems in the sanitary sector (water hygiene, prophylactic measures, vaccination), in the conservation of soils (reforesting, anti-erosion measures, utilisation of naturally given resources), and in civic participation (knowledge of the rights and duties of the citizen);
- *to reassert the value of the rural environment and the cultural homeland* by the demarginalisation of the farmers with respect to the life of the nation; this is to be done by taking into account traditional cultural values expertise and by making use of the national languages;
- *to make the industrial and urban sectors profitable* while at the same time humanising them; this can be achieved by increasing both individual and collective awareness on the part of the workers and of all citizens with regard to their participation in the economic and social development of the country." (3)

The post-literacy programme in Upper Volta thus represents the totality of activities and provisions necessary for the realisation of the objectives contained in the national literacy programme referred to above.

2.2 Post-literacy Strategy

In order to attain these objectives, the administrators of the post-literacy programme have adopted a strategy which may be summarised as follows:

(1) adaptation of the post-literacy programme to the objectives and principles of functional literacy;

(2) conception, elaboration, and production of post-literacy material at the same time as (or at least immediately after) the basic booklets. This is to prevent the "learners" finding themselves empty-handed after completing the literacy stage. The production of technical material is to be effected in close collaboration with the competent services and on the basis of the priorities established by them with regard to the needs of the region and the extended objectives;

(3) production and/or checking of basic manuals by the DAFS whilst encouraging the services and agencies on the ground to produce post-literacy documents by themselves with the technical assistance of the DAFS for checking and correcting (decentralisation of the conception, production, and distribution of post-literacy documents);

(4) encouraging the services and agencies to provide specific training (treasurers, managers, etc.) for improving the skills of the neo-literate;

(5) support of the national service for the removal of technical handicaps which might constitute a bottleneck: thus the DAFS has conceived and obtained the adjustment of typewriters adapted to typing French and the national languages so as to resolve the difficult problem of typing.

All of the techniques used in Upper Volta can be classed according to their aims as:

- techniques for *retention;*
- techniques for *continuation;*
- techniques for *application.*

2.3 Techniques for Retention

a. Production of Reading and Consolidation Material

One of the goals set for the post-literacy programme is the struggle against relapse into illiteracy. This is why the DAFS and the partner bodies (mentioned above) are concerned to provide the newly literates with abundant material to satisfy their reading needs and the intellectual curiosity aroused and stimulated by the phase of acquiring literacy.

Thus all the topics relating to the problems of the environment touched on during the discussion phase of the period of learning to read and write are taken up again and treated in simple language, though in greater depth, in the texts published for the post-literacy phase.

Who produces the reading material in the national languages?

The mode of production of post-literacy material follows from the kind of literacy pursued in Upper Volta and from the strategy of the DAFS. Literacy in Upper Volta claims to be functional: it is an enterprise which aims at the total education and the self-realisation of man; it stresses the problems of the environment in order to remove bottlenecks and obstacles for the improvement of life conditions of the target population and for the realisation of the objectives of development operations.

- The primary producer of post-Literacy texts is the DAFS, which has the duty of accompanying any literacy method in a given language with post-literacy texts drawn up in close collaboration with the competent technical services, which vary according to the topic to be treated.
- The other producers of post-literacy texts are the partner bodies of the DAFS (mentioned above), which at the suggestion and with the support of the DAFS, often produce documents adapted to their specific extension needs.
- The third category of producers is constituted by private educational bodies which only produce post-literacy texts: INADES-Formation, CESAO (Centre for Social Studies of West Africa), UPAVEF (Union of Voltan Teachers and Officers of Domestic Economy), etc.

The significant part played by strictly private individual or collective initiatives, and the participation of neo-literates, should also be noted.

The target population

The documents produced are addressed primarily to the neo-literates of the literacy centres, and, in a general way, to the public reading in national languages, a public which has not stopped growing.

Form

The support and consolidation material has various forms and dimensions. Among others, mention can be made of:

- extension books;
- literature (tales, proverbs);
- entertainment booklets;
- technical leaflets;
- calendars;
- posters.

Content

In Upper Volta, the rural sector, which accounts for 95 % of the population, has had priority in the successive development plans. This explains the essentially rural orientation of the Voltan literacy programme.

The educational topics with which the support and consolidation documents deal are as follows:

(1) *Water hygiene*

- dirty water, cause of many illnesses;
- how to obtain clear water;
- the fitting out and upkeep of wells;
- how to keep water clean;
- the importance of health for the family.

(2) *Community work*

- the advantages of teamwork;
- the organisation of groups;
- community tasks.

(3) *Living conditions*

- improving living conditions;
- the fitting out and upkeep of the house;
- hygiene in and around the home.

(4) *Problems of family and children*

- good nourishment;
- maternity problems;
- feeding children;
- educating children;
- hygiene and sanitary prophylactic;
- first aid;
- health and population.

(5) *The country and development*

- the development of the country;
- the role of the state;
- participation in national life (duties and rights);
- the personal documents and papers issued by the civil state;
- the protection of the environment;
- reforesting.

(6) *Domestic economy*

- the family budget;
- saving, credit;
- marketing.

In all, at the time of writing this report, about fifty different post-literacy documents had been counted. The Headquarters of Functional and Selective Literacy alone counted 15 of which 32,350 copies had been printed and sold. More than forty manuscripts of post-literacy documents in the various languages are currently pending at the DAFS and are waiting to be published.

It should be noted that we do not include in this inventory the hundreds of documents of all sorts written in the national languages by Catholic and Protestant missions for confessional purposes.

Presentation

The post-literacy booklets vary from one body to another, from one topic to another, and from one language to another. They are generally from 20 to 50 pages in length and are often illustrated in black and white by the layout assistants of the DAFS and the various other partner services.

The first post-literacy booklets are printed in characters of medium size in order to facilitate the transition from reading the large print of the literacy texts to the small characters of typed and printed documents.

Production

Post-literacy material is produced in national languages by various means:

- the copying department of the DAFS, which only possesses duplicating machines (roneos);
- the printing departments of the various partners on the ground, who also possess only duplicating machines;
- by offset at the printers of Ouagadougou and Bobo, who do not have characters for the printing of texts in national languages;
- at the printers of the INADES for the textual material of the INADES Training Programme;
- at the printers of the Literacy Headquarters of Togo for some FJA (Education of Young Farmers) texts.

Distribution

The distribution of post-literacy material is carried out through the structures of the various bodies whose work includes a post-literacy component. But with regard to the documents produced by the Headquarters of Functional and Selective Literacy, there is regrettably no decentralisation of the distribution. Generally speaking, the agencies obtain their supplies directly from the central service at Ouagadougou. Despite the inconvenience involved for the agencies in the field, who have to travel to Ouagadougou in order to purchase the documents from the DAFS, demand exceeds supply. In spite of all the efforts that have been made, the Headquarters of Literacy has not succeeded in producing sufficient quantities of literacy and post-literacy material, the demand for which has not stopped growing.

How is the DAFS to satisfy the high and constantly growing demand from everywhere with only 4 duplicating machines, of which only two are in good condition, whilst the production requirement for the campaign 1981-1982 (of the DAFS alone) amounts to 261,500 booklets of a minimum of 50 pages?

The installation of a printing press fitted out for the national languages is imperative if unpleasant surprises and delays damaging to the campaign are to be avoided. Local printers, who are not adapted, and orders to printers abroad can only constitute provisional solution. To put it plainly, the DAFS must have an adequate means of printing and a better organised distribution network for the sale of texts which are more and more in demand.

Evaluation

There has not been any systematic evaluation of the post-literacy documents. But the impressions of those using them, which emerged during the pre-evaluation tour organised in June 1981, indicate that the documents produced up until then gave satisfaction as much from the point of view of their contents as in terms of their presentation, and that they render a service to the neo-literates, who in certain matters manage without the supervisory personnel. Until there is a systematic evaluation of the reading material, the impressions gathered and the constantly growing demand for the documents constitute at present the only criteria of assessment of the possible impact of these texts.

b. The Rural Press

One solution to the problem of maintaining and consolidating the knowledge of those who are literate so as to avoid the relapse into illiteracy is the newspaper, which offers an occasion for reading, for informing and educating oneself, and which encourages open-mindedness.

It has to be said that in Upper Volta the state has not to this day set up a newspaper in the national languages.

There is a rural press project in preparation which should materialise sometime between now and the end of 1982, if nothing upsets the programming of the project, of which the execution is well advanced. This rural press in national languages will be placed under the supervision either of the Secretary of State to the Presidency charged with information or of the Ministry of Rural Development.

It will be a large-circulation, informational, and educational organ addressed to the public literate in national languages. There is no doubt that this rural press will be an invaluable support to post-literacy in Upper Volta, where literacy campaigns have not stopped developing and where the need for information is making itself more and more felt among the neo-literates. Besides public and private newspapers in the French language, we owe the existence of many newspapers in national languages in Upper Volta to private initiatives which have been attempting for some time to fill the gap and to respond to the constantly growing need for information among those literate in national languages.

At present, more than a dozen or so private newspapers in national languages can be counted. These newspapers have been created by religious missions, by bodies involved in literacy campaigns, and by the sub-commissions of the national languages.

The most representatives are the following:

Moore:
- bugum da ki
- tẽngembiiga
- vẽenem

Jula:
- faso-baara
- dugulen
- hakili

Gulimancema: - tuali
- dunya yaana

Busanu: - lo-yi-zo

Kasaem: - wobona.

For illustrative purposes we will examine in detail one of these newspapers in a national language, *têngembiiga*, whose readership has grown continuously.

Background to the creation

Têngembiiga, a review in Moore, one of the national languages, first appeared in 1979. At this time there was an obvious lack of any large-circulation newspaper in this language, which is nevertheless spoken by more than half the population and which represents to this day the literacy language of more than 70 % of learners at the literacy centres. *Manegre*, the newspaper of the OVEA (Voltan Organisation for Aduld Education), ceased publication in 1975, when the OVEA was replaced by the ONEPAFS (the National Bureau of Lifelong Education and Functional and Selective Literacy).

Bugum da ki, the newspaper of the national sub-commission for Moore, had appeared very irregularly and in any case had had a circulation of only 500 copies, which meant that it was far from satisfying the need of the literate public.

It was against this background that Father Maurice Oudet, a Catholic priest, had the idea of creating *têngembiiga*. The first number was printed early in 1979. Mr. Nikiema Norbert, then trainee junior lecturer in linguistics at the University of Ouagadougou, became the director of the paper after having obtained for it official recognition from the Ministry of the Interior and Security.

Target population

Têngembiiga is addressed to the population literate in the national language Moore. The existence of this population literate in Moore is a result of the cumulative effort of both Catholic and Protestant missionaries - efforts to which have been added those of state, semi-state, and non-governmental bodies. The target population of *têngembiiga* is, then, in the first place this neo-literate population, especially that of the rural areas for which access to reading material is very difficult.

In the urban areas, the readers of *têngembiiga* represent a minority, which however is growing. This state of affairs is easy to understand: there are not many people in the towns who have been introduced to reading and writing in the national languages. Only Christians literate in a national language and the people attending the urban literacy centres read in a national language. A change in attitudes is taking place, however, and it is not rare to find speakers of Moore literate in a foreign language buying and trying to decipher *têngembiiga*.

A significant portion of the readership of *têngembiiga* is the Voltan population living abroad as migrant workers; more and more letters to the editor and new subscriptions are being received from above all the Ivory Coast, where *têngembiiga* is much read and appreciated.

Objectives

The objectives of *têngembiiga* may be summarised as follows:

- to serve as a support for the post-literacy programme by proviging neo-literates regularly with reading material. In this respect *têngembiiga* is an instrument of education and information and an instrument in the struggle against the lapse into illiteracy;
- to contribute to the extension of the new spelling worked out by the national sub-commission on Moore;
- to contribute to the creation of a press published in national languages;
- to contribute to informing and educating the rural masses.

Content

The content of *têngembiiga* is quite varied, and it has been progressively enriched. Each number contains:

(1) an editorial;

(2) the letters to the editor, where the readership of *têngembiiga* can express itself. This assures the feedback which accounts for the reception the newspaper enjoys and makes it possible to gauge its readers' expectations. The column "letters to the editor" is also the place where readers can express

themselves democratically; here the readers do not hesitate to put forward their points of view on certain of the nation's problems;

(3) one or two in-depth articles aimed at educating or informing readers on the following topics:

- *health:* examples of topics which have already been dealt with:
  - bilharziasis (schistosomiasis)
  - the advantages of breast-feeding
  - enriched cereals for babies
  - blood, its composition and blood groups
- *agriculture:* examples:
  - bush fires
  - reforesting and enriching soils by the planting of trees such as the feidherbia, called in Moore zaanga
- *livestock-keeping:* - the salt lick
- *current affairs:* political and social life, examples:
  - the article on the 54-day strike, in which the teachers unions opposed the government of the 3rd Republic;
  - the programme for recovery for national progress, announced by the head of state on 25th May
- *religion* example:
  - relations between Christians and Muslims
- *rites and customs*: example:
  - circumcision
- *diverse*: example:
  - how to write a letter

- *entertainment*:	examples:
	- stories, riddles
- *calendar of the year in progress*:	on the last page published in two parts, or
- *illustrations*:	(including for example a map of Upper Volta or the Ivory Coast) when there is no calendar.

Since No. 11, *têngembiiga* has also had a page of advertisements; this was at the request of some banks and industries of the country, such as the BIV (International Bank of Volta) and VOLTEX (Voltan Company of Textiles).

Presentation

Têngembiiga has a format of 21 cm by 29,7 cm, entirely on 80 gramme paper. Each issue is printed entirely on coloured paper, the colour changing according to the number. *Têngembiiga* is, then, sometimes green, and sometimes yellow or pink. It has 16 pages.

The texts of the paper have until now been typed on a portable manual typewriter of the make Hermès which has had its keyboard equipped with the specific symbols of the Moore alphabet. The articles of the paper are first typed on ordinary paper and afterwards transferred onto electronic stencils. The use of electronic stencils permits reproductions of all sorts of illustrations, including photos in black and white.

Têngembiiga is issued entirely in the national language Moore.

Structures and organisation of the preparation, the printing, and the distribution

The team of *têngembiiga* was originally made up of:

- the director of the publication, who, being a linguist and a member of the national sub-commission on Moore, transcribed all of the texts submitted for publication in accordance with the orthographic principles decided on by the sub-commission;
- the administrative director in charge of the purchase and the maintenance of the printing materials, who also saw to the typing, printing, assembling, and distribu-

tion of the paper, and who was helped by a group of students who also participated in the production of articles either by writing things themselves or by adapting and translating French texts;

- there was occasional recourse to the services of a typist.

The group of students was not replaced in time after the first students who had volunteered had left to go abroad. In addition, the administrative director was transferred to Nouna, which is very distant from Ouagadougou. It has, however, been he and the director of publication who these last years have seen to the regular appearance of *têngembiiga;* they have proceeded as follows:

The director of publication gathers the articles together (these are articles which have been created or adapted), transcribes them in their entirety in accordance with the spelling of Moore, and types them on an Olympia SM 9 typewriter, whose keyboard has not been adapted to the transcription of Moore. The articles are then sent to the administrative director (at Nouna), who types them out again on a Hermes typewriter equipped with Moore characters, and who sees to the printing, assembling, and dispatch of *têngembiiga.*

The administrative director has the honorary assistance of seminarists from the students' residence Tuzinde for printing (on a Rex Rotary duplicator belonging to the newspaper) and for assembly. A newly engaged secretary is in the process of being initiated into the use of the stencil engraver and into keeping an accounts book.

The dispatch of the paper is made by:

- post, especially for the Ivory Coast;
- for several regions of Upper Volta primarily through the channel of the Catholic missions;
- supplies are deposited at large bookshops in the main towns.

Editing

The preparation of the texts and their transcription to conform with the orthographic principles of Moore are seen to by the director of publication. He chooses and transcribes those

letters to the editor which are of a certain length and of general interest. He also selects the stories and riddles sent in by readers. He writes himself and adapts or translates other texts. The illustrations are inserted by the administrative director at the time of the final typing.

Publicity

The considerable size of the circulation of *têngembiiga* (2,500 copies), its reading public (the rural masses), and its financial difficulties have led those responsible for the paper to open one page of paid advertisements; this page has been in existence since No. 11. The hope is that some commercial firms will be interested in advertising and that the sums collected will allow the newspaper to continue and to be maintained at a selling price within the reach of those with modest means. Publicity for the newspaper itself is made by radio announcements each time a new issue appears.

Sale price

Têngembiiga is currently sold everywhere in Upper Volta at a price of 50 F CFA an issue and at 100 F CFA in the Ivory Coast, where it was previously sold for two years at 75 F CFA.

Distribution

Têngembiiga has a circulation of 2,500. Within *Upper Volta*, it is distributed (mainly in the villages):

- by the bodies involved in literacy work, such as the DAFS (Headquarters of Functional and Selective Literacy) and the AVV (Authority for the Development of the Valley of Volta) - both of which represent important outlets and contribute enormously to the distribution of the paper;
- by sales in town bookshops and newspaper kiosks; these sales remain relatively limited and the turnover rather slow.

In the *Ivory Coast: têngembiiga* sells easily.

The organisation of the distribution of the paper can certainly be improved.

Production costs and sources of financing

Têngembiiga does not receive any subsidies from the State, whereas the production costs do nothing but increase as a consequence of the price explosion in the basic raw materials: paper, ink, stencils, etc. The cost of production of 2,500 copies stands at present on the order of 100,000 to 125,000 F CFA.

Linkage with other post-literacy programmes

Têngembiiga has very close connections with the other newspapers in national languages. Thus there is contact with:

- *dugulen* in the national language Jula;
- *lo-yi-zo* in the national language Bwamu;
- *tuali* in the national language Gulimancema.

Têngembiiga sometimes prints the texts of discussions and educational talks broadcast in national languages on various subjects (health, education, domestic economy, etc.) by the "national chain", a specialised service of the national radio; this service contributes greatly to the education of the rural world by providing a rich and varied programme supportive of the post-literacy programme. *Têngembiiga* also presents a much appreciated back-up to the efforts of agencies carrying out literacy campaigns to produce post-literacy documents.

Evaluation

There have not yet been any rigorous studies of the impact of the newspaper *têngembiiga*. Nonetheless, at the time of writing, it was the most important paper in a national language in Upper Volta both from the point of view of its circulation volume and with respect to its areas of distribution.

The readership of the paper has not stopped growing, and the regular receipt of new subscriptions allows it to be affirmed that *têngembiiga* responds to a demand on the ground. It is, however, clear that an evaluation is necessary for an objective judgement of the real impact of the paper.

c. Radio in the Service of Development

The National Chain, one of the branches of the national

radio, grew out of the Rural Radio, a structure set up by the State to enable the development agencies to launch rural educational programmes. It is the medium for extending literacy activities, particularly by broadcasting educational programmes which treat in more detail certain educational topics and the contents of certain post-literacy documents.

Objectives

Upper Volta is a country with an oral civilisation. The illiteracy rate of the population is 92.5 %. It is clear that in a country steeped in oral traditions, a structure such as radio is an effective means of reaching the population; a programme of education by radio, remedying on the one hand the disadvantages of the widespread illiteracy of the population, and providing on the other for the continuing education of neoliterates, partly resolves the difficult problem of the shortage of books in national languages.

Target population

The target population of The National Chain is the rural world in its entirety. Its broadcasts are primarily addressed to the farming world. Note, however, a second public which is also addressed by the broadcasts of the National Chain, consisting in particular of:

- the training personnel of the rural world, that is to say, the animators of the literacy centres;
- the public addressed by some rare broadcasts in French.

Time

In all, The National Chain produces 50 % of the broadcasts of the national radio, that is, about 56 hours out of 108 hours. A good portion of this time is devoted to educational broadcasts by the development agencies.

Content

The broadcasts of The National Chain have a diverse and varied content.

Educational broadcasts, extension of the educational programme of the development bodies:

- Rural animation) — two broadcasts organised by the ORD and The National Chain "to support agricultural education and to develop the critical spirit of the farmers";
- Radio Club)

- Your health — where the principal themes of sanitation education contained in the booklets of the National Centre of Sanitary Education are taken up again;

- The Voltan farmer at work
- Meeting the farmer
- The law is the law
- Voltan variety

- The housewife's basket) — these two broadcasts give advice in domestic economy
- Music in the household)

Cultural broadcasts

- The cultural homeland
- Under the "chat" tree
- Rites and customs

Information

- News in national languages — the main national and international news are summarised each day from 16:30 hours to 19:00 hours in the 17 national languages used by The National Chain.

Religious broadcasts

Entertainment broadcasts, etc.

In addition to the broadcasts animated by the ORD and other bodies as a back-up to education, the DAFS has available two time-slots a week for sensitising listeners to the problems of illiteracy and for consolidating the knowledge ot the anima-

tors, who generally have received only a few weeks of training for their activities in the literacy centres.

Auxiliary material

For the production of the broadcasts, the various producers draw ideas from the technical leaflets dealing with the subject to be broadcast.

Programme production

The programmes are produced by the representatives of The National Chain in collaboration with the representatives of the services responsible for the relevant field.

Selection of guides for listening groups

It is often the grass roots educators of the ORD who are designated for animating the listening groups. They receive an initial training in the techniques of Radio Club animation, and refresher courses every two years.

Coordinating system

Coordination is effected by the Headquarters of "The National Chain", in close collaboration with the development bodies by means of their animation structure.

Publicity/promotion

The National Chain has the task of educating. It is the preferred medium of all the agencies for reaching simultaneously a large public. Sensitisation for listening to the educational broadcasts in general and to the Radio Club broadcasts in particular is done by this radio service and by the representatives of the ORD.

Costs and financial resources

Certain agencies are at present charged 900 F CFA for one minute of broadcasting time; this is distinctly below the cost-price. In general, the broadcasts produced by the development bodies are free of charge. Indeed, The National Chain has at present the status of a project - the Germano Voltaique Project of extending radio broadcasts. Under this name it is subsidised almost completely by the Federal Republic of Germany.

Listening groups

Besides the individual listeners, there is a country-wide network organised for collective listening: "The Radio Club". The country has at present 800 branches of The Radio Club. After listening to an educational broadcast, the listeners in the Radio Club are meant to discuss it with the aid of their animator and furnish The National Chain with a listeners' report. This listeners' report is meant to state the object of the broadcast, formulate any criticism, and express wishes and suggestions. These are then taken into account in the preparation of later broadcasts.

In order to encourage emulation, prices are awarded at the end of the year for the best listeners' report.

Monitoring activity

The listeners' reports assure feed-back. The cross checking of the diverse information sent back by the radio clubs enables some monitoring of the functioning of these radio clubs. There are also visits made on the ground.

Linkage with agencies/organisations/activities

The National Chain is the meeting place for the various development bodies, especially those working in the rural world:

- the Department of Health, the ORDs, etc., develop radio broadcasts on the various topics treated in the post-literacy documents;
- the Headquarters of Literacy pursues via radio the education and informing of the learners and animators at the literacy centres.

In order to provide for the training of competent managers, a training structure has been set up at Ouagadougou (the Inter-State Centre for Studies in Rural Radio at Ouagadougou). Here the officers in charge of the animation of radio programmes for the rural world of the countries of the sub-region receive their training. Note that radio is the focus for promoting the campaign against illiteracy.

Transcripts are made of some educational radio programmes to provide reading materials for neo-literates.

Evaluation

In general, the broadcasts of The National Chain are much listened to and appreciated; the increasing number of radio receivers is an indicator of this. The positive influence of The National Chain on the rural world is marked, and its role in the promotion of literacy in Upper Volta is fairly decisive.

2.4 Techniques for Continuation

In Upper Volta, the literacy programme is functional and is integrated with the development projects, which dictate the contents of further education programmes indispensible to the possibility of full participation by neo-literates in development projects.

The programme of continuing education aims, among other things, at:

- liberating neo-literates from their state of dependence;
- a better understanding of the environment - especially of the changes which operate in the environment;
- opening the eyes of neo-literates to the realities and modern techniques of development;
- raising the level of training so as to improve expertise, and raising the level of knowledge in the fields of interest to them as citizens (rights and duties) and also in specific respects according to the occupational concerns or the environment of the neo-literates.

Techniques used

Literate adults, being economically active people with social responsibilities, can reasonably accord only a limited amount of time to programmes of further education. These programmes take the form of:

- days of study;
- conferences;
- specific courses of short duration (one to two weeks) on a given subject, with application during the course and a supporting document. Example: course on the subject "The Struggle against Erosion";

- cyclic courses: certain agencies organise with the literates during the dry season (November to May) periodic courses which can have quite varied rhythms. Example: "minem noom zaka" of Segnega, which is a centre constructed for further education, receives - for one week in every three - course participants literate in the national language Moore for further education in the following fields:
  - agriculture;
  - health;
  - livestock husbandry;
  - religion;
  - practical matters (how to write a letter, how to draw up minutes, a report, etc.).

  But the target population being principally made up of farmers, agriculture and livestock husbandry constitute the mainstays of the further education programme;
- correspondence courses in a national language;
- the Radio Clubs and all of the educational programme of The National Chain, a specific service within the radio network which has at its disposal a transmitter devoted to the rural masses.

All of these educational techniques aim at expending the knowledge acquired during the initial education. For illustrative purposes we shall go into more detail about the correspondence courses in the national language Moore.

Experience of a Technical Correspondence Course of Voltan Farmers in National Language Moore:

The courses of agricultural studies by correspondence of the INADES Training Programme

The agency

The INADES Training Programme was born out of INADES (African Institute for Economic and Social Development),

founded in the Ivory Coast in 1962 by a team of Jesuits. Since its foundation, INADES has been concerned with the education of adults, principally through correspondence courses in:

- economics;
- sociology;
- planning and development.

Beginning in 1965, the INADES opted to accord priority and special attention to the rural world, especially through the creation of the correspondence course of studies and through agricultural improvements. The geographic extension of the educational activities, the multiplication of educational instruments, and - above all - the concern for a more effective involvement have necessitated the setting up of national offices in several African countries and the reorganisation of the various departments in charge of education within the INADES. After beginning to function with a certain autonomy in 1972, which became effective and official in December 1977, these departments constituted themselves on the basis of their actual autonomy into an international association, *INADES TRAINING PROGRAMME*, one of whose national offices is that of Upper Volta, set up at Ouagadougou in January 1975. We shall deliberately confine ourselves in this study to a single aspect of the range of involvements of the INADES Training Programme at Ouagadougou: "Correspondence courses in national language Moore".

Target population

The INADES Training Programme, as has been mentioned above, has since 1965 accorded priority in its programme to the education in the rural world. The correspondence courses consequently address themselves to:

- the farmers of the villages
  - . men
  - . women
  - . youth;
- the training officers operating in the rural world
  - . counsellors in agriculture
  - . agricultural extension workers
  - . educators
  - . animators (of both sexes)

. rural instructors
. grass-roots technical advisors
. those responsible for groups of farmers.

A study made in 1975 and brought up to date in October 1980 which deals with the subject of the courses in national language Moore, has provided:

- firstly, a list of the bodies interested in these courses;
- secondly, an approximate count of those literates in the national language Moore wishing to follow the courses.

Almost all of the bodies engaged in functional literacy activities have expressed themselves in favour of including correspondence courses in Moore in their activities. The number of copies required amounted to 15,306 per booklet, a volume which is evidence of a real need and which authorises a printing.

Objectives

The world is constantly evolving, and our country is undergoing a population explosion. The need for agricultural products is constantly growing:

- for the consumption of foodstuffs;
- for the processing industries.

The farmers must produce and sell more in order to meet the new needs of modern times and contribute to the economic advancement of their country. The farmers must therefore learn new organisational techniques for their work. The correspondence courses are intended to help farmers to further master their trade.

It is in a brief matter of:

- making available to those who are most disadvantaged, i.e. the rural world, a working expertise so that, thanks to the efforts of the functional literacy programme, the farmers can directly acquire knowledge in their own language of agricultural and livestock techniques;
- educating the world of the farmer (without uprooting

the farmers from their environment) by correspondence courses offering greater flexibility than formal teaching, e.g. the possibility to commence at any time of the year, a personal study rhythm, and individual options;

- providing support for the post-literacy phase by organising this system of further education addressed to neo-literates;
- assisting the training officers in the rural areas to explain the techniques of modern agriculture better and more effectively in a simple and adapted language.

Content and duration of the courses

The courses in agriculture in Moore follow a pedagogical progression which the participants should not stray from if they are to benefit from the whole range of agricultural techniques contained in the courses. The course, which encompasses 4 series of 9 booklets each, requires a year of study for each series. An introductory booklet defines the content, the target population, and the work method.

The first 9 booklets for the first year, dealing with general techniques in agriculture and livestock husbandry

Ist Series

No.	Title of book in Moore and in English	Content
1	Puug zĩg tũusda wãn-wãna? How to choose a field?	Look before choosing sand clay alluvium The organic matter in the soil What are mineral salts for? What is humus for? Some practical advice for putting humus into the soil How is soil made? The soil is made up of several layers Erosion Some practical advice for choosing your field

No.	Title of book in Moore and in English	Content
2	Puug segenda wãn-wãna?	Mark out your field Clear the ground
	How to prepare a field?	Fire in agriculture in savannah in the forest Clear the stumps from your field Fight against erosion cover the soil cultivate in contour lines
3	Kooda wãn-wãna?	Why work the land? the roots of the plant the structure of the soil manure compost How to dig? using a plough When to plough? harrowing Supplement: green manure
4	Buta wãn-wãna?	How a seed germinates? How to choose the seeds?
	How to sow?	Produce your own seeds When to sow? How to sow? marking out lines Subculturing In which field to sow? rotation order of rotation fallowing land Supplement: the different kinds of roots

No.	Title of book in Moore and in English	Content
5	Kood manegr tuumã wãn-wãna? How to do maintenance work?	Working with the soil thinning out weeding hoeing earthening up Chemical fertilizers nitrates phosphates potassics composites and simple fertilizers Water in the soil hand watering irrigation drainage
6	Tĩsa ne koodã kogenda wãn-wãna? How to protect the plants?	The plant the stem the buds the leaves The protection of plants cultivation work chemical treatments Our supplement how the leaf transforms crude sap into elaborated sap
7	Kood tigsda wãn-wãna? How to harvest?	Where do the fruits and seed come from? the flower the fruit and the seed Harvesting when to harvest? how to transport the crop? how to preserve your produce? how to sell your crop better? the yield

No.	Title of book in Moore and in English	Content
8	Rũms riib la b gãag yelle Feeding and accomodating animals	What is animal husbandry? animals yesterday and today How to feed animals? giving animals things to eat animals transform food in their bodies why must animals eat? giving animals to drink pastures how to use the grass of the pasture land? How to accomodate animals?
9	Rũms bãase la b fiigr yelle Animal illnesses and reproduction	Animal illnesses how to prevent illnesses? how to care for animals? Animal reproduction how to choose the breeding stock? how do animals reproduce? The farmer knows his livestock the yield of livestock keeping groupings of farmers Selling animals

IInd Series

The booklets in the second series deal with the main sorts of agricultural produce and the keeping of the main domestic animals.

Some titles of booklets in the second series

Arithmetic: - the farmer's arithmetic book

Crops:
- the groundnut
- cereals (millet, sorghum, maize)
- the cotton plant
- market garden produce (2 books)
- cultivating river rice

Livestock husbandry:
- keeping cattle
- keeping sheep and goats
- keeping pigs
- keeping hens domestically
- keeping rabbits

Agricultural techniques
- the uses of harnessing

IIIrd Series

The third series of booklets is devoted to the profession of farmer:

- how to produce more and sell better?
- how to spend money wisely?
- how to make use of credit?
- how can the farmers together improve the life of the village?

IVth Series

The fourth series is a course of *proficiency in agriculture* covering:

- agricultural extension work
- the rural economy,

and is chiefly intended for extension workers and training officers.

It should be noted that at the time of this study only the first series of books had been printed in Moore. The translation of the other books was in progress to avoid a rupture, since the correspondence course in Moore had already begun.

Structure of the organisation of the course

Preparation

Since the agricultural course already exists in basic French, the preparation of the course in Moore has been a straight forward matter of adaptation and translation, which has taken into account the following principles:

- simple grammatical constructions;
- arrangement in verse;
- use of "good popular Moore";
- maximum use of the lexicological resources of the Moore language.

Dissemination

The correspondence course of the INADES Training Programme in French is well-known and much followed in Upper Volta. The course in Moore, which has been through several phases, is still in its infancy, but the prospects for the future are good.

1st Period (1973-1975)

An initial translation made by Brother Bunkungu was printed in a limited edition (200 copies per booklet) for experimentation purposes. This experimental period, which followed a progression and a plan set out by the INADES Training Programme, made possible verification with respect to:

- the adaptation of the translation;
- the degree of acceptability of the textual material;
- the modification to be effected;
- the degree to which the principles of the correspondence course had been adhered to.

The experimental printing-run proved to be very inadequate in the light of the many requests made to the INADES Training Programme once the first booklets, which had been duplicated, had been exhausted.

2nd Period (1975-1980)

In response to the numerous requests after that the agricultural course in Moore should be revived, and taking necessary precautions by:

- conducting a serious study of real needs;
- avoiding the deviations from proper use which came to light in the experimental period;
- re-adaptating the translation and the spelling to conform with the writing of the users and with the transcription principles drawn up by the national sub-commission on Moore.

Present situation

The INADES Training Programme of Upper Volta sent the first series of the course in Moore to be printed at the seat of the INADES Training Programme at Abidjan. But the planning of the printers did not allow the booklets to appear until March 1981.

For the diffusion of the agricultural courses in Moore from 20th December, 1981, to 5th January, 1982, Mr. Zongo Norbert, a training officer of the INADES Training Programme and responsible for the course in Moore at the office in Upper Volta, undertook a tour for sensitisation and presentation of the material and method of the course. This tour, which reached several agencies in the many regions where Moore is spoken, enabled the enrolments for the course in Moore to be made. Those enrolled are principally farmers aged between 25 and 65.

Enrolment

The existence of the course is made known to the public during training sessions (attended each time by 20 to 30 persons):

- by the circulation of prospectuses;
- by word of mouth among those who know the INADES Training Programme;
- by correspondence.

Enrolment is then made by returning to the INADES Training Programme an enrolment form which is distributed with the prospectus. When the enrolment form has been duly completed, it is returned together with the sum of 500 francs CFA, which constitutes the contribution of the farmer to the cost of his education. This token amount provides evidence of genuine commitment on the part of the applicant.

When the enrolment form and the financial contribution have been received from a subscriber, the administrative service sends him the introductory booklet, *"Singré"*, and the relevant homework exercise. With the return of this homework, a file is opened in the name of the subscriber, which is given a number for administrative purposes. The initial homework, corrected by the competent services of the INADES Training Programme, is returned to the subscriber together with the books and homework numbers 1 and 2. The return of corrected homework is always accompanied by the dispatch of the following booklets and the relevant homework.

The difference between the costs charged to the subscribers and the real cost of the course is met by the financing bodies which support the development method of the INADES Training Programme in the rural environment.

How to study the course?

(1) when the subscriber is on his own

He is advised to study one book a month at sessions 3 or 4 times a week. The subscriber can adjust his rhythm as he wishes and according to his free time. Consultation with someone better informed is strongly recommended, together with application in the field of the practical exercises detailed in the book.

(2) when the subscription is for a group

It is possible for a group of farmers working together in the same field or growing the same sort of crops to subscribe collectively to the correspondence course. The advantage of this practice is that discussions facilitate understanding and that the dynamics of the group stimulate the learners. However, it is requested, for the sake of efficiency, that the groups consist of 4 to 12 persons. Within the group, mutual trust and support help to solve difficulties. The group work requires a group structure, a schedule for meetings, and the designation of a group leader.

How the homework is done?

The form on which the homework is written must contain the subscriber's

- family name and first name;
- address; and
- enrolment number, which must also be stated on all the correspondence addressed by the subscriber to the INADES Training Programme.

Before answering the questions stated on the homework form, the subscriber must take his time reading and re-reading them in order to understand them better. The answers must be in simple language and must come from the subscriber himself, who may let himself be inspired by the book but may not copy phrases from it. First a rough copy of the homework is made; it is only copied on to the homework sheet when the subscriber is sure that the answers are correct and correspond to the questions asked; the rough copies must always be kept until the corrected homework has been returned.

Each set of homework comprises four parts:

- a summary of the lesson;
- questions on the lesson;
- questions on the work of the farmer (enquiry);
- a section for any correspondence by the subscriber to the INADES Training Programme.

The homework is sent to the office of the INADES Training Programme at Ouagadougou, which sees to its correction and return; INADES is also ready to give supplementary explanations by return post to subscribers who request this.

At the end of the three series of lessons, a certificate is awarded to every subscriber who has obtained a general average above ten out of twenty.

Resources

Personnel

Since the courses in Moore are still only in their initial phase, the National Bureau of INADES, Upper Volta has available only one training officer, who speaks and writes Moore and who is seeing to the launching of the course. For the introductory year this one officer is sufficient, for he is able to correct the homework and, by co-ordinating sessions, to monitor 100 to 150 subscribers. The problem of staff will certainly arise when the number of subscribers reaches 200 and more. Already it is necessary to engage a secretary for correspondence and the administration of the course.

Material

The booklets constitute the main material. For the moment there are enough of them; the size of the first printing was 3,500 copies of each booklet. It is essential that a typewriter adapted to Moore (i.e. with the specific characters) be purchased as soon as possible.

Publicity

It would not be in the spirit of the INADES Training Programme to engage in any showy publicity for its teaching material. There is discreet publicity directed at people who might be genuinely interested in the courses, i.e. the farmers and the training officers to whom the prospectuses are distributed

during a detailed presentation of the courses at sessions organised for groups of villages. To give an example, between October 1st, 1981 and May 30th, 1982, the INADES Training Programme, Upper Volta organised 29 sessions assembling each time some 30 participants.

Cost of the courses

Experience with the courses in Moore being still in an early stage, and seeing that many factors must be taken into account in estimating the cost, it turns out to be difficult in the present state of affairs to say precisely what the actual cost is for correspondence courses in the national language Moore.

Note for example that an estimate of a course for one subscriber for the first series must take into account, among other factors, the costs of:

- 10 booklets, the introductory booklet and the nine booklets which make up the course;
- 10 (i.e. 10 x 4) question sheets for writing the homework;
- the salary and social security costs of the training officer;
- the dispatch of the lessons (envelopes, stamps);
- visits made on the ground;
- the session of three days;
- the enrolment of the subscriber (500 F CFA representing his token contribution).

To these should be added:

- the translation costs;
- the printing at Abidjan;
- the transport from Abidjan to Ouagadougou.

A full knowledge of all these costs would enable the real cost of the correspondence courses to be calculated. The booklets in the first year of the course in Moore were financed from local resources and from exterior financing.

Results

Courses in French: A total of 1,296 subscribers were enrolled between 1975 and 1982. The subscribers are spread over the entire country, and 750 to 800 are very regular, that is to say, they regularly send in one piece of homework a month.

Courses in Moore: These are still quite new. The course, which began in January 1982, had, by April, 128 subscribers, whose homeworks had begun to be registered and corrected in February 1982.

Linkage with other post-literacy programmes

The course in Moore is a part of the total strategy of post-literacy and continuing education in Upper Volta. This course is of interest to all of the development bodies, and especially to those in the rural areas:

- ORD (Regional Development Agencies);
- AVV (Authority for the Development of the Valleys of the Volta);
- ONG (Non-governmental Agencies);
- FJA (Education of Young Farmers);
- the training centres of the rural development officers, etc.

The DAFS (Headquarters of Functional and Selective Literacy) is working for the rapid extension of these courses, which constitute a support of high quality for the programme of continuing education of neo-literates. There can be no doubt that, with adequate publicity, the courses will in the months to come experience an enthusiastic response.

Evaluation

Because the course in Moore only began some months ago, it is difficult to speak of its impact. It can only be noted that the homework is encouraging with regard to the standard of study and that the marks vary between 12 and 16 out of 20. Only one subscriber has been asked to do his homework again because of illegible writing and a poor understanding of the questions. The first assignments show careful work and thorough reading of the accompanying texts.

Examples

- Five people directed attention to misprints on page 7 of the introduction;
- Six people objected to words borrowed from French, although they had been transcribed in accordance with the phonology and orthography of Moore. These subscribers accompanied their objections with concrete proposals:
  - they proposed replacing "tiirfoor" (tire-fort) by a Moore word "takdga";
  - Three people suggested re-designing the question sheets to provide more space for one section or the other.

These very constructive reactions are encouraging and will without doubt contribute to an improvement in the future. Since the operation has only just begun, many elements on the ground escape notice, but there is no doubt that the correspondence course in Moore confirms the practicability and capacity of the national languages for an effective technical education of the rural population, which does not speak any other language.

2.5 Post-Literacy Techniques for the Exercise of Skills and Responsibilities

It is universally recognised that illiteracy represents a constraint on the development of the country. In the case of Upper Volta, the rural population is by far the most affected, with the illiteracy rate reaching 100 % in some villages, whereas it is 92,5 % for the country as a whole. This situation sets limits to what can be achieved by the campaigns undertaken by the various development bodies.

The literacy and post-literacy plans contribute to the effectiveness of the involvement of several development bodies, especially by enabling the exercise of responsibility and of the skills transmitted by the education that has been received with regard to:

- individual and collective self-realisation;
- the development functions which take into account aspects of economic, social, cultural, and political life.

Objectives

In general, the development bodies engaged in post-literacy activities (ORD, AVV, ONG, etc.) aim at:

- the assumption by those literate in national languages of the responsibilities which had until then been borne by people who had received a very inadequate schooling in French;
- mediating self-sufficiency by virtue of the newly-gained ability to work unaided with written documents, i.e. reading and writing letters, reading and applying diverse technical instructions (especially technical leaflets relating to agriculture and livestock husbandry); and by gradually dispensing with intermediaries between the neo-literates and certain services which maintain relations with them (this last to be achieved by progressively setting up self-management in the villages);
- active and responsible participation in the social and cultural life of the village, the region, and the country.

Target population

The transfers of responsibilities and skills are directed at a small group of persons literate in national languages. This literate nucleus is the product of the literacy centres of the various development bodies. It is made up of literate people delegated by their villages to receive training enabling them to fulfill certain tasks for the benefit of their home community.

Characteristics

The necessity of transferring skills and responsibilities is experienced nationwide by the population and by the development bodies, who are to an ever greater extent organising their literacy programmes to this end. Transfers have already been carried through in many villages - a fact which acts as a stimulus for the other villages.

Activities

There are a great many different activities which give occasion for the exercise of skills and for transfers of re-

sponsibilities. The extent of realisation and diversification varies from one area to another and from one agency to another, and is often a function of the commitment of the population and the agency concerned or of the age of the literacy programme.

Among other activities, the following can be noted:

- monitoring loans system for agricultural purposes;
- reading and writing numerous letters in national languages;
- taking notes during meetings and drawing-up minutes;
- exercise of responsibilities in the fields of:

health
- animation/running of the PMIs (Centres for Maternal and Child Protection);
- practice of first aid;

management/administration
- management in national languages of various economic units:
  - . cereal banks
  - . mills
  - . village stores
  - . community cash boxes (village treasurers)
  - . stocks of production means
  - . pumps installed on borings
  - . market garden allotments
  - . self-managed markets ...;
- animation/running of a centre for the literacy of the other members of the community.

Organisation - Orientation

Although all the agencies have points in common, the organisation of transfers does involve some variables.

Who organises further education and transfers?

Some skills which do not require further education (e.g. skills transferred by reading general and technical documents) are transferred immediately at the end of the literacy phase,

and often even at the end of the first literacy cycle. At present these transfers do not require any special organisation; they come about either spontaneously, on the initiative of the neo-literates driven by their thirst for knowledge, or at the instigation of the agency which has organised the literacy activities. The possibility is being considered of setting up village libraries for those villages with a certain number of literate members in national languages.

Further education

The transfers of skills and responsibilities requiring further education are organised as follows:

- education on location in the village centre, or education of people delegated from the villages in an urban centre; the education is carried out by an officer of the agency concerned who is qualified in the field or fields of interest (health, agriculture, etc.);
- education provided by a body other than the sponsor of the literacy programme. This is often the case with the training of managers for economic units (cereal banks, village stores, mills, etc.); here training is provided by agencies which specialise in rural education, e.g. INADES Training Programme, CESAO (Centre of Social Studies for West Africa), and DAFS (Headquarters of Functional and Selective Literacy).

When and how organisation is effected?

The choice of delegates invited to receive further education is made - according to the agency concerned - by:

- simple designation of neo-literates, with the agreement of the villages concerned;
- exclusive election of delegates by the "village groups" (these are pre-cooperative grass-roots structures);
- competition or language test.

Having been designated in one of these ways, the delegates receive further training varying in length from one to three weeks. These courses are organised during the dry season (November to May), when the farmers are relived of having to attend to the fields.

Content of the education

The content varies according to the kind of transfer being envisaged. It can be:

- introduction to simplified accounting and the keeping of the relevant books and sheets; this is the case with the management of economic units (cereal banks, village stores, mills, etc.);
- training in first aid and the keeping of records of medical treatment;
- training in weighing, accounting,and the keeping of management books and sheets in the case of self-managed markets;
- introduction to teaching methods, to evaluation, and to keeping various registers (attendances, enrolments, etc.), e.g. in the case of training literate persons to run a literacy centre.

Resources

In general, the further education courses and the costs of transfer operations are met by the development bodies, who ask the individuals or "village groups" concerned for a token contribution. Because the situation is different from one agency to another and from one training course to another, we will restrict ourselves here to listing elements which can enter into a calculation of the cost of training and transfer.

(1) *Training cost*

- travelling expenses) - of the educator(s)
) - of the participants
- various expenses relating to the equipment needed for the educational course) - stationery
) - technical equipment
) - possible renting of a work room
- cost of lodging participants) - accomodation
) - meals, etc.
- educator's allowances
- token contribution of the participating individuals or "village groups";

(2) *Transfer cost*

- specific equipment according to the kind of transfer involved) various registers and notebooks
) technical equipment
) any pick-up charge for the person in whom responsibilities are invested

The transfer of skills and responsibilities partly resolves the difficult problem of the lack of personnel. It proves to be an effective and economic solution for our country, which cannot afford closely conducted supervision.

There is no obtrusive publicity surrounding these transfers; thanks to an effort of sensitisation by means of courses, visits, radio or television, growth in awareness is steadily effected. The example of villages where transfers have already taken place also constitutes a motivating element, thereby permitting the expansion of the field of action in the manner of an oil patch spreading out from the centre.

Linkage and coordination with the post-literacy programmes and the specialised institutions

The topics of specific training schemes (e.g. anti-erosion measures, management of cereal banks, maintenance of pumps) are for the most part taken up in the form of reading material. Some aspects of these training schemes form the subject of radio broadcasts in support of the campaign. In order to avoid loss of time and duplication, the organisation of these specific training schemes is entrusted to such specialised institutions as:

- The National Centre of Health Education, for first aid instruction;
- INADES Training Programme and CESAO, for management and simplified accounting;
- The Administration of the Literacy Programme, for the training of the people running the literacy centres. A national planning and review seminar organised by the Headquarters of Literacy.

Motivation - publicity

The transfers of skills and responsibilities are justified by a number of considerations, according to the bodies concerned

(1) The literacy programme is functional and aims at development objectives. Now the fundamental development option in Upper Volta is endogenous development, which necessitates that the grass-roots communities take charge of development projects. This transfer can only take place if people trained to this end are available, which explains the urgent necessity of integrating literacy programmes and the continuing education specific to the development projects.

(2) The necessity of transferring the responsibilities currently borne by certain agencies follows from the very objectives and strategy of these agencies. This is the case, for example, with the AVV (Authority for the Development of the Valley of Volta). The AVV has the task of making use of the uninhabited and underpopulated areas of the valleys of the Volta rivers and their tributaries, and it must therefore progressively withdraw its basic training personnel from the areas which have been developed and transfer them to new areas, leaving their tasks entrusted to literate farmers who have been given supplementary training so that they are able to assume the responsibilities and skills of the personnel who have been transferred:

- the placing and recovery of credits;
- marketing of products (collection, weighing, purchase of cotton, etc.);
- the keeping of management books for cereal banks, mills, etc.

(3) The process of transferring skills and responsibilities makes the farmers direct partners of the technical services, removing thereby the distrust of the farmers for the mechanisms of credit and marketing.

Functional and selective literacy enables the various agencies to plot annually the course of the various kinds of transfer operated and to programme the transfers to be effected the following year.

Evaluation

Several evaluations have made it possible to realise the positive aspect of transfers of skills and responsibilities. The farmers who manage economic units and the various other structures give a great deal of satisfaction to the sponsors. The demand by some agencies for transfer is very high and beyond the reach of the achievements of the literacy programme in certain sectors, which is to say that the operation has been very positive and arouses a great deal of interest.

3. GENERAL CONCLUSION

The post-literacy programme, which occupies an important place in the thinking of the Headquarters of Functional and Selective Literacy and of the associated services, is perceived in Upper Volta in terms of the realisation of the development objectives. Conceived and prepared since the launching of the literacy programme, the post-literacy programme aims at:

- the consolidation of acquired skills, thus averting the danger of a relapse into illiteracy;
- the improvement of acquired skills and knowledge; this occurs through the diverse strategies and structures which make the further training of neo-literates possible in the perspective of the promotion of a continuing education;
- the application of acquired knowledge by means of the exercise of various responsibilities and skills within the framework of the promotion of endogenous development.

To speak of post-literacy in Upper Volta is to raise the problem of the written utilisation of the national languages, which are kept remote from administration and power by the use of French, which is spoken only by a minority (7.5 %) of the population. This is why the sensitisation of state officials, who act as a brake on the literacy campaign, is stressed most of all.

An effort is being made to create a climate favourable to the literacy and post-literacy programmes. This is the present status of the national languages in the life of the nation. To

this end, the Headquarters of Functional and Selective Literacy organised in December, 1981 a large seminar which brought together high-ranking officials from various ministerial departments. This ten-day seminar on the status of our languages examined the areas in which their written use would be feasible, whilst recognising the inevitable problems involved in such an enterprise.

The seminar concluded that it was feasible, indeed indispensable, to use the national languages in all services and bodies. The participants in the seminar isolated by way of example some areas of possible use by ministerial departments; examples:

In the Area of Health

- educational discussions;
- booklets on various health topics;
- vaccination cards and calendars;

In the Area of Transport

- application for driving licences;
- list of offences which can lead to the withdrawal of the licence;
- insurance;
- texts regulating the profession of haulier;

In the Area of Internal Affairs

- minutes of village discussions and consultations;
- general sensitisation documents;
- civil papers, identity cards and other personal documents.

By way of illustration, the seminar participants produced some bilingual documents (Moore-French, Jula-French) among those judged to have priority. These are:

- technical leaflets on the uses of management;
- civil papers (birth certificate, identity card, etc.);
- application forms (for a licence, a saving book, etc.);

- vaccination calendars and cards, posters and sensitisation documents, etc.

Recommendations have been presented to the government for measures to be taken to reassert the standing of the national languages by means of their written use in the various areas of the economic, social, political, and cultural life of the state. It is a matter of thereby giving added value to what is learnt in the literacy campaigns and of creating a climate favourable to the pursuit and development of post-literacy strategies in the national languages.

There remain numerous difficulties, certainly, but the motivation and growing awareness among the target population, the development bodies, and those in positions of high responsibility have enabled the literacy and post-literacy programmes in Upper Volta to be brought to a point where there can be no turning back of the clock.

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